

Teaching as Research Teaching as Scholarship

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Abstract

Based on the investigation, it is found that the concept of instruction, research and scholarship, between which there exists a kind of interdependence, unity. On the condition of the intrinsic logical relations, further discussion is launched the possibility and necessity of the practical epistemology on the topic of “teaching is the research, namely scholarship”. Furthermore, the thesis, on the basis of the analysis above, expounds instruction, the practice of the path, on part of the teachers in primary and secondary acts as a research activity” and “and as an scholarship achievement”, and eventually reach a value of “the new practical epistemology”.

Key words: Scholarship of teaching; Teacher research; Practical epistemology

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INTRODUCTION

With the development of the teaching theory of knowledge, researchers not only focus on something theoretical, but also realize the importance of practical knowledge. Boyer's thoughts of teaching scholarship, shulman's theory about Pedagogical Content Knowledge, schon's practitioners reflection to enrich and develop teaching of positive significance, and triggered a further thinking of the relationship between teaching theory and practice, however, the research on current teachers has

not deep in practice, and the teaching activities are still not fully known, resulting in binary opposition between theory and practice. The instructors whatever the status and the treatment, were much lower than those of superior professors” and “experts”. Teacher research has not motivated the researchers' consciousness, neither has any teacher obtained education researchers' respect, nor has any change on “discourse hegemony” in the field of education study, even nor has any revealed “paradigm” of teacher research. The author argues that the root cause of these phenomena is that a standard of the practical epistemology on teacher research has not be constructed. So, a preliminary study on this issue will be discussed here.

1. THE INNER LOGIC OF TEACHING, RESEARCH AND ACADEMIC

In order to solve the practical epistemology problems in primary school, we advocate the teaching as research, teaching at academic. Teachers can correct view of education research in the primary and secondary schools to carry out the teaching academic, and rich teaching knowledge, contributes to the prosperity and development of primary and secondary school teachers research.

For clear teaching as research, the teaching as academic thoughts, needs to clear the teaching, research, and the inherent logic of the academic. If you want to understand the inherent logic of the three, and should to explicitly refer to in its connotation. First of all, about the definition of “teaching” has been difficult to reach an agreement, most people believe that “teaching is the teachers' teaching and students' learning of practice” (Wang, 1985). But this paper is one of the most general concepts, is to “practice teaching is equal to person's life.” (Pei, 2007) In order to facilitate discussion. In this paper the practice of the “people” is mainly refers to the teacher's teaching practice. Secondly, discussing the

connotation of “research”. Research refers to the internal and external to search for things contact and regular process. Here to discuss the research mainly refers to the education research. Generally think education research is “to discover or the development of scientific knowledge system as the guidance, through the explanation, prediction and control of education phenomenon, to promote the development of general principle, the principle of.” (Pei, 2007) Can be seen from the concept of scientism education research orientation in the past. To this end, scholars have called for humanistic understanding of education research. They think “pedagogy is based on individual adult root pointing in the direction of the discipline. The humanities character should become the basic qualities of education research.” (Liu, 2008) Education research, therefore, is not blind pursuit of systematic and controlled, and should in the humanistic and holistic view. The final will analyse the nature of the “academic”. It is generally believed academic refers to the knowledge system. Since western enlightenment, influenced by scientism, academic is considered to be “follow the value neutrality of academic standards, rigorous scientific methods, output has universality, neutrality and objectivity of scientific knowledge system, decide the progress of knowledge is in nature rather than social process, the academic research that is through the description of the phenomenon of nature and human’s rational thinking to reveal the eternal laws of nature, is endowed with a kind of individuality and sociality, non-political nature.” (Zhang, 2013) The “positivism”, scientism overlooked the social science academic views, academic research deviating from the people, social, and cultural interpretation. As Husserl, this kind of “scientific abstraction away as living in one of the main body, abstract spirit away everything, everything in the attached by the people to the practice of cultural characteristics, makes the thing become pure object.” (Husserl, 1988) as a result, we think that the real academic should be the person’s view, the natural world and an objective understanding and the understanding of humanities and social three will converge. Teacher academic is a world teeming with life in the teaching of the person’s view. The view of objective facts, understanding of teaching culture will converge.

From interpreting the connotation of the three concepts, they are an intrinsic logic itself. Teaching is a kind of cultural practices, the study has a twofold properties, humanities and science is a process of practice, so that teaching is a kind of study activity; And because the teaching itself is a process of research, the research process and reflection on the process of people, culture and society, and the academic is precisely the people, culture and society, so the academic teaching. It seems that teaching, research, and there is a close internal logic between academic, is common among communion,

depend on each other, common development. Close logic relationship among made it possible to teach as a kind of academic. In terms of primary and secondary school teaching, with the higher education teaching has great difference, academic, as a kind of teaching thought, from the higher education teaching for how practice in primary and secondary school teachers, teaching, research, and the internal logic between the academic power provided may, because of the inherent logic, makes it necessary to further proved the possibility.

2. TEACHING AS RESEARCH: TEACHING OF PRIMARY AND SECONDARY SCHOOL IS A KIND OF RESEARCH ACTIVITIES

Advocating teachers of the primary and secondary school to do research data from the research of teachers movement in the United States at the end of the 20th century, while the domestic research on teachers’ research begins with “Action research”. in the Encyclopedia of international education, The action research is defined as, “participants of the social situation (education situation) do the reflective study in order to improve the rational cognition of social or education engaged in, to deepen the understanding of the practice and reciprocal background.” (Husen, 1985) As a basic research method of teachers, action research is widely received the recognition and application by primary and secondary school teachers. Action research includes the basic procedure of general education research methods. The process of Education research includes such procedures: found problems, formulate the research target, explore the strategies to solve the problem, formate the achievements of education research. In comparison, teaching process includes the selection of teaching materials, teaching design, teaching implementation and teaching evaluation. To some extent, It is similar to reseach. We can even say, teaching is the process of research.

As a research activity, Primary and secondary school teaching can find its feasibility in teaching activities. At the micro-level of teaching, it requires the main problems to be resolved, the basic teaching objectives, the exploratory teaching process, and the result and feedback (i.e. know the outcome of students learning). Thus, from the perspective of the basic procedure of teaching, it has similarity between teaching and research process. At the macro-level of teaching, it is still in common with reseach procedures. Teachers who wants to have a good lesson have to face some conventional teaching problems, for example, how to design a good lesson before class, how to write a perfect lesson plans, etc.; teachers can also face some occasional cases in class, for example, some students did not listen to the teacher carefully, some students don’t understand what teachers

say, etc.; teachers probably encounter some problems about teaching feedback after class, for example, students can't learn well, students don't have same achievement and so on, all can be viewed as the basic teaching problem, while belongs to the basic problem of teachers' research. That teacher solves these problems successfully mean a kind of research activity. Teachers who want to have a successful lesson must have clear goals. "the primary criterion to distinguish scholarship activities is to see whether it have clear goals." (Wu, 2012) For example, in one Chinese class, is the goals to acknowledge the new words, to understand the writing intent or to learn the writing skills and so on? The teaching goals to be achieved is the object of teaching. At the same time, it is the research target. Teachers who want to achieve the teaching goal must carry out research activities that are necessary to achieve these goals. Only did they complete the research goals, teaching goals are likely to practice successfully. Thus, even though the research is not the necessary and sufficient conditions to teach, but it must be necessary conditions. The critical feature of a good class depends on whether the teaching process can be carried out successfully. As is well known for us, teaching process is a practice with uncertainty, full of complexity. Nobody can dare say own classroom completely carried out according to the original project without any deviation. The uncertainty and complexity of teaching requires the combination of teaching process and the research process. In other words, teaching and research take place at the same time. Of course, teaching process belongs to research process rather than equals to research process. However, considering teaching of primary and secondary school as a kind of research activity, how to express research achievements? Therefore, Boyer puts forward the standpoint that teaching is scholarship.

3. TEACHING IS SCHOLARSHIP: TEACHING IS A KIND OF SCHOLARSHIP ACHIEVEMENT

In the 20th century, Boyer proposed a thought, which is "scholarship of teaching". He believes that scholarship "should not only refers to professional scientific researches, like exploring and integrating scholarship, but also includes the application and dissemination scholarship (scholarship of teaching)." (Boyer, 1991) As he pointed, scholarship means not only exploration, integration and application of knowledge, but also means that only through the dissemination of knowledge, can the spirit of scholarship affect widely. Hence, the scholarship dissemination of knowledge is named "scholarship of teaching". In the past, "the discovery of scholarship" was advocated frequently in the educational field, like innovations and varieties of

scientific discoveries. While in the development of the knowledge-discovering, there is a field coming up, which can be treated as "the integration of scholarship", that is interdisciplinary research, as well as a scholarship knowledge form to grasp the whole content. The discovery and integration of knowledge are going to be applied into practice, which is called "the application of scholarship", showing us how to link the theory and practice together. No matter what type of knowledge they are, all of them need to be extended and developed, which means "the dissemination of scholarship". Therefore, teaching can be seen as a scholarship activity. From Boyer's perspective, "teaching is full of creative activities that make it possible to develop scholarship - if lack of teaching, the continuity of knowledge will be destroyed, and thus we have to face the fact that an increasing number of human knowledge will be missed without any reasons." (Boyer, 1991) Meanwhile, we need to reconsider the meaning of "scholarship" to break its own limited understanding before. As a noun, 'scholarship' means a kind of achievement, or a real-time thing. But for educational scholarship, it refers to some result of educational researches. And before considering teaching as a scholarship, there will be an assumption settled that "teaching" is used as a noun. So why does "teaching" become a noun term of "results"? Indeed, "teaching" itself can be understood as a noun, when as a kind of scholarship, just like a fabulous class can be treated as a good research results. Hence, several conditions are required if teaching is seen as a scholarship one.

In the first place, teaching should be public. As we can see, teaching itself is a public event. During this process, teaching is open to their students and other peers. For example, a good-designed class will be shown in public through seminars as a video-taped model. So at this time, teaching is as a scholarship outcome. Secondly, teaching should be valued quantitatively and materialized, which means putting some measurement units on some outstanding teaching cases. For example, some successful lessons can be recorded into CDs, or digital resources in a disk, and then teaching becomes into one piece, one record or one disk. Last but not least, teaching itself has some features of spreading, exchanging and sharing. Generally speaking, there are for two ways of communication. One of them is making teaching text into scholarship books or papers, and published. The other is face-to-face, which is also a basic scholarly communication path, such as seminars in a community, national scholarship conferences, and open classes in the forums.

As discussed above, teaching is a significant part of the scholarship, There is no point without teaching, and there is no sustainable development without teaching. At the same time, it should also be recognized that teaching has various forms, like an article published in the magazine or

a report given at a scholarship conference. Both of them are a reflection of teaching and all belong to the category of teaching behavior.

4. SENSE DEMANDS: NEW SCHOLARSHIP NEEDS NEW EPISTEMOLOGICAL

It can be seen from analysis, that it is a veritable scholarship forms that primary and secondary education has basic characteristics of teaching scholarship. So what are the significance and value exactly to promote the primary and secondary teaching scholarship? The author advocates that the primary and secondary education should be seen as a scholarship and school teachers should have to teach scholarship thought, which has several aspects about the significance in the following at least.

Firstly, the primary and secondary teaching scholarship can directly improve the quality of teaching. Teaching problem is the core of the education problem and the main front of promoting the development of students, so it is the key to improving the quality of teaching undoubtedly that we should research and focus on teaching. In terms of teachers' daily work, teaching is the heart of their work, if the gentleman put his mind into the matter within his duties, his morality will be cultivated. Therefore, as teachers, we must improve teaching efficiency. Teaching scholarship says that teaching itself is a researching activity and also is a scholarship achievement. In other words, we should do the teaching as research, use education research to strict with the researchers' own teaching, solve the problem of teaching in general according to the basic research methods, use research thinking to deal with the complex issues in the teaching process, and use the ideas that educational research needs "to form the necessary research results" to ask themselves to form successful lessons, realize the research-oriented teaching and achieve the valuable of teaching scholarship. Thus, for the purposes of teaching scholarship can directly improve teaching quality, and enhance teaching effectiveness. Conversely, if the teaching is still regarded as routine work, and teachers always use a similar lesson plan, it will make the teaching in lifeless situation.

Secondly, the primary and secondary teaching scholarship can promote the professional development of teachers. Teaching research is an important way to improve teachers' professional level, the most grade teachers' achievements are inseparable from teaching research regarding the teaching as a process of research. Is to establish the status of teachers as researchers, so in terms of teacher development itself reflective Teaching is extreme in want. Treating the teaching as a scholarly, undoubtedly can increase the requirements for teaching,

and also is the recognition of teachers teaching. In fact, the teaching scholarship thought can not only improve the teaching quality of teachers, but also help to improve the status and role of teaching, broaden the scope of research results, recognize and transcend the existing forms of the teacher's research results. Taking the teaching as a scholarly is also the research results of school teachers, and to broaden teachers' professional development path.

Thirdly, the primary and secondary teaching scholarship can enrich and develop the teaching basic knowledge. Teaching is a professional activity which needs specialized knowledge as a basis and guidance. In the past, we only put theoretical knowledge gained from the theory workers as the basic knowledge of teaching and teachers is only the knowledge of consumers, rather than producers. At present, people increasingly recognize that teaching needs not only theory as a guide, but also practical knowledge gaining from practice as a guide, and the theoretical knowledge can play an important role just through practical knowledge. That Boyer putting teaching as an scholarship, no doubt, it broadens the scope of practical knowledge of teaching, enriches the knowledge base of teaching, also makes the current "research of teachers" always focus on the problems about how to do and how to spread. In fact, current teacher research has formed a rightful research achievements, but these research achievements can't be published because of the attention of the scholarship spreading is not enough. Therefore, teaching as scholarship thought need have its own spreading forms. To achieve that exchanging and publishing the teacher's practical knowledge through teaching itself will be one of the most direct and effective way which can enrich the knowledge base.

Fourthly, the scholarship achievement of primary and secondary teachers can go beyond the binary opposition of teaching and research. A huge gap has long been existed between education theory and practice. In the past time, the mechanical, gained mode of teaching values had prevailed in the affection of rational epistemology. "Learning is to get, which has been so obvious and widely accepted that we would associate it with the obtaining and accumulation of material goods and then to perceive learning." (Xu, 2014) Schon, an eminent educator, has approved a new practical epistemology in his work, *Reflective Practitioners*. He noted that, scholar was not just the simple research process of theory to practice, but also of practice to theory. The best way to form a theory is to apply the original theory to practice and find new theories through reflection instead of hard thinking in office. As a consequence, in order to improve teaching quality and promote teacher's professional development, teachers should be encouraged to have a reflection on his own practice and form practical knowledge. The advocacy of the scholarship of teaching has well

presented the unique pursuit. What is the most important is that the respecting for teacher's instruction and encouraging his reflective practice is a kind of effective ways to promote teacher associate theory with practice, and surpass binary opposition in teaching. For a long time, both education researcher and practitioner have perceived the essence of teaching activities narrowly and extremely, especially for the teaching of primary and secondary teachers, which has not achieved the level they should have been.

Even under the circumstance of the introduction of, Even if the Boyer's thought of teaching scholarship into China, the scholarship of teaching, education researcher has kept the old fashion in China's universities, which has failed to apply the precious thought to the teaching in primary and secondary school timely and properly. Actually, when compared with the college teacher, who has overvalued scientific research and neglected to teach, the teacher in primary and secondary school has always tended to regard teaching as his priority and form knowledge, ability and quality through the teaching practice. It cannot be denied that it is important to promote and pay attention to scholarship of teaching for university teacher. However, primary and secondary teachers have been existed for a long time, can't the scholarship of teaching for them deserve more concern and promotion?

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