

Foreword

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This book is an excellent example of a rapidly growing field—the Scholarship of Teaching and Learning. It is full of scholarly accounts of educational practice and innovation in a regional university in Australia. It is written in the context of continuing debates about the roles, functions and status of regional universities in both the United Kingdom and Australia. The rapid expansion of higher education—particularly in regional areas—the role of regional universities in regional economies and the needs of students in regions within developed western economies come together to enhance the need for good, reflective, critical and scholarly accounts of practice.

The book addresses a range of pressing issues such as the first-year experience, marginalisation, implementing and embedding innovations, internationalisation and cultural diversity—all are issues facing universities anywhere in the world. It addresses these issues from a broad range of different methodological and theoretical perspectives, ranging from more poststructuralist critical accounts and the use of case studies to the questionnaires and inventories.

The book exemplifies the call by Boyer (1990) for universities to broaden their perspective away from a focus on the scholarship of discovery to include the scholarships of integration, application (recently referred to as “engagement”) and teaching. This book addresses in a serious way the scholarships of engagement and teaching. It takes a critical, evidence-based approach to reflecting on its own teaching practices, while at the same time placing these practices within issues of engagement with its local community.

Finally, I wholeheartedly recommend this book to anyone interested in the role of regional universities, with their problems of marginalisation, engagement of students and impact on and relationship with local communities.

Reference

- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.