

# Research *Rounds*

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FACULTY OF MEDICINE

The Centre for Health Education Scholarship (CHES)  
invites you to Research Rounds with:

## Conducting and reporting on HPE research: Can we engage BOTH scholarly and practical interests?

### Dr. Anneke van Enk

**Date:** September 20, 2017

**Time:** 12:00pm to 1:30pm  
(feel free to bring a bagged lunch)

**Venue:** Diamond Health Care Centre, room 2267

With videoconference to:

- IRC 305
- NHSC 9-374
- RJH CA 120

*\*Please be aware that this session will be recorded and made  
available online to CHES members on a password-protected site.*



**Dr. Anneke van Enk, PhD**  
Research Associate  
Centre for Health Education Scholarship  
The University of British Columbia



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THE UNIVERSITY OF BRITISH COLUMBIA



## Research Rounds

Dr. Anneke van Enk

Conducting and reporting on HPE research: Can we engage BOTH scholarly and practical interests?

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**ABSTRACT** Education research has long struggled with tensions between scholarly and practical interests. Some have argued that these different interests are irreconcilable and that research will have to commit itself either to producing theoretical knowledge or to solving practical problems. Others are more sanguine, however, maintaining that research can be conducted in a way that is compelling for both scholars and practitioners, without the need to “translate” theory into practice after the research is complete. In this talk, I reflect on what it might mean for researchers in HPE to take up this more optimistic view. I first sketch out, in general terms, the assumptions and relationships that would obtain in such collaboratively conducted research. Then, I focus on the linguistic resources that would be needed to report on this research. I share findings from a recent study that looks at the research article as a communicative form in three contrasting areas of education research: medical education, early childhood education, and philosophy of education. I suggest that, although the research article has evolved historically to become the most familiar and prestigious genre in scholarly knowledge production, it may present challenges for education researchers who want their work to serve both scholarly and practical ends.

**ABOUT** Dr. Anneke van Enk obtained her PhD in education from Simon Fraser University. Her doctoral research focused on literacy learners’ narratives of schooling and, more specifically, the use of interview-based methodologies to collect narrative data. Dr. van Enk has taught courses on academic writing, discourse analysis, narrative research, adult literacy, and digital literacy at the University of British Columbia. She has also run numerous academic writing workshops and has participated in various initiatives to support practice-based research in adult literacy education.

Dr. van Enk joined the Centre for Health Education Scholarship (CHES) as a research associate in 2015. The focus of her work is on ways of bringing language-related matters to the foreground in medical curricula. Dr. van Enk supports Faculty of Medicine members interested in qualitative, and specifically discourse analytic, approaches to education research, and she contributes further to CHES’s mandate by acting as a resource for members seeking writing support in the course of their scholarly activities in the field of medical education.

**ACCREDITATION:** As an organization accredited to sponsor continuing medical education for physicians by the Committee on Accreditation of Continuing Medical Education (CACME), the UBC Division of Continuing Professional Development designates this educational program as meeting the accreditation criteria of the College of Family Physicians of Canada for up to 1.5 Mainpro-M1 credits. This program has been reviewed and approved by UBC Division of Continuing Professional Development. Each physician should claim only those credits he/she actually spent in the activity.

*The Centre for Health Education Scholarship (CHES) is committed to enhancing health education scholarship by building capacity for educational scholarship across the Faculty of Medicine through collaboration, team-building, mentorship of new faculty, successful funding applications, and other activities.*