Comparison of the Assumptions and Values of Technical Rationality and the New Paradigm of Scholarship

Technical Rationality *linear*	Engaged Scholarship *Non-linear*	Community-Engaged Scholarship *unfolding*
Assumes that generalized or propositional knowledge will lead to applications of that knowledge	Recognizes a gap between generalized or propositional knowledge and practical problem solving	Bridges the knowledge gap with partnerships among researchers, practitioners, students, and community
Knowledge is pursued for its own sake without immediate consideration of its utility (basic research most highly valued)	Knowledge is pursued specifically to solve human problems (applied research most highly valued)	Knowledge is pursued to solve human problems in local contexts to bring about change
Emphasizes detached and objective scholarship	Emphasizes "engaged scholarship"	Emphasizes collaboration for the common good
Knowledge is judged by its logical structure and empirical support	Knowledge is judged for its practical utility	Knowledge is judged for its value to all participants
Emphasizes control of the research process to ensure internal validity	Emphasizes grounding in real life contexts to ensure external validity	Emphasizes interconnected grounding in real life contexts to ensure immediate benefit and long term effectiveness
Sees generalized theory as the penultimate for of knowledge	Values a range of knowledge forms including theory, experiential knowledge, practical know-how	Values a range of knowledge forms and processes to yield more relevant outcomes
Expert model in which researcher is in control of the research process	Collaborative model in which researcher and practitioner share power and control in shaping the research process	Collaborative model in which researcher, practitioner, students, and community participants share power and control in shaping the research process
(Kielhofner, 2005)		(Mitcham, 2006)