Expanding Research to Educational Scholarship

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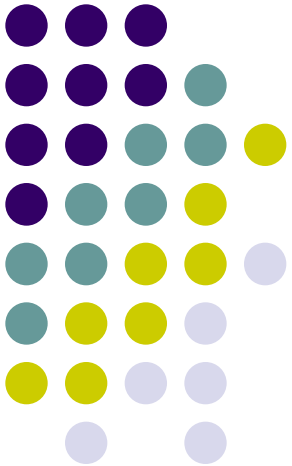


North Shore LIJ

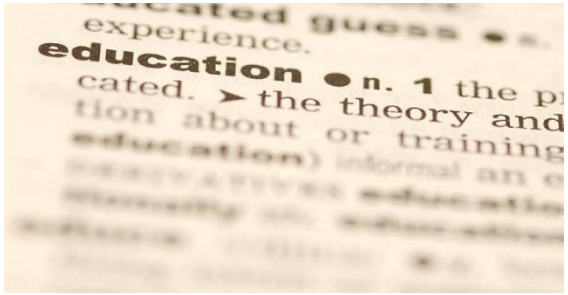
HOFSTRA NORTH SHORE-LIJ
SCHOOL of MEDICINE
AT HOFSTRA UNIVERSITY

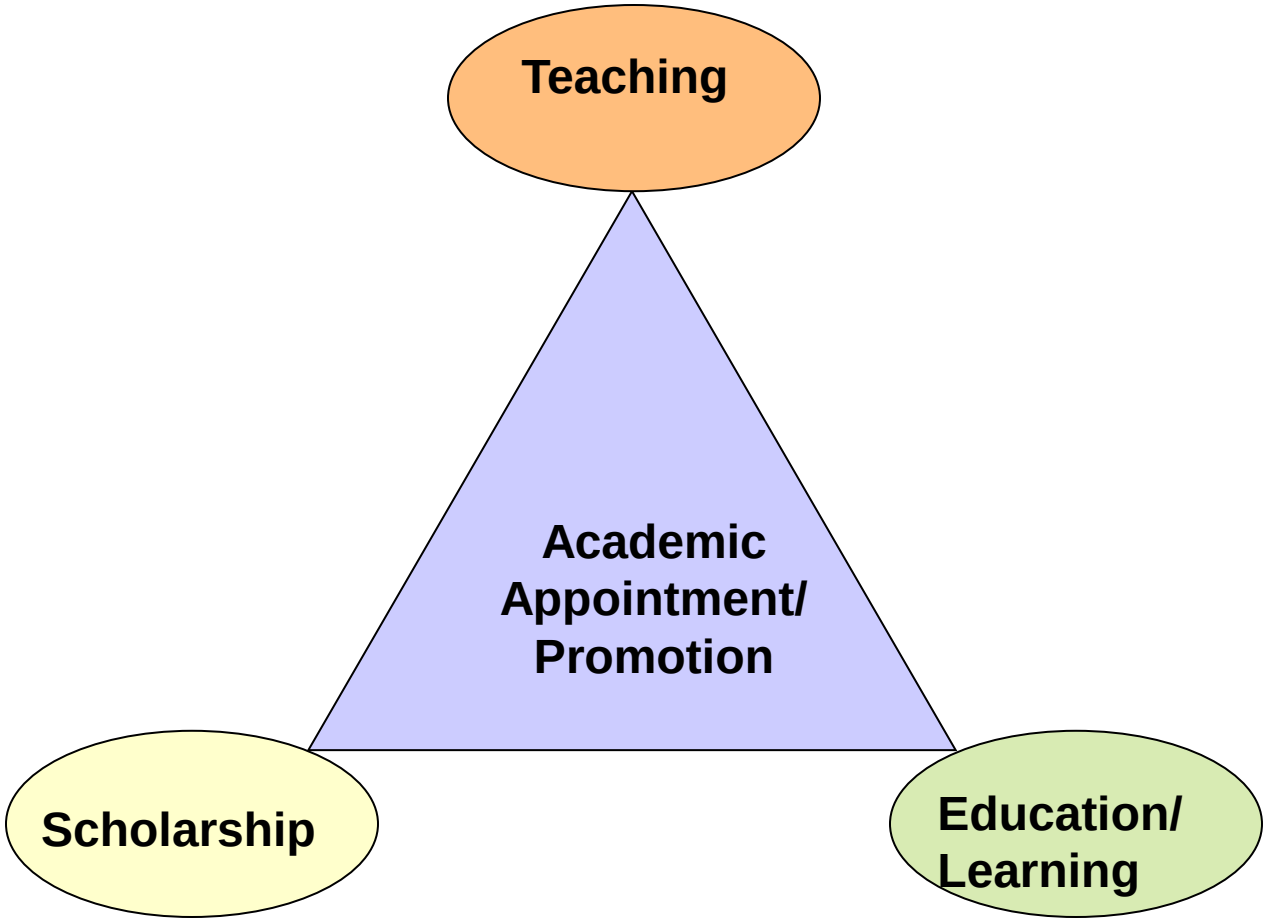
Background

- Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate*.
  - reframed and expanded the discussion regarding roles, expectations, recognition, and advancement of educators, providing a framework
  - challenges the prevailing concept that "everyone teaches," and replacing it with one that examined
    - **teaching as a form of scholarly work.**
- The discussion was enriched by publication of *Scholarship Assessed* *(Glassick, C., Academic Medicine, Sept 2000)*
  - which articulated common criteria for all forms of scholarship: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.

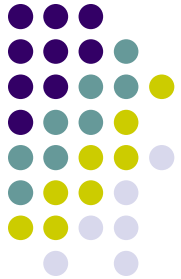
Michael Whitcomb (past editor of Academic Medicine)

"widespread agreement that those members of the faculty who are most committed to, and involved in, the education of medical students (*and residents*) must be supported and rewarded, both professionally and financially…."




Teaching
Academic Appointment/ Promotion
Scholarship
Education/ Learning

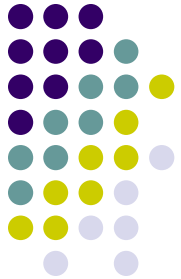
Components of Educational Scholarship



- Teaching
- Learner Assessment
- Curriculum Development
- Advising and Mentoring
- Educational Leadership and Administration (Faculty Development)

Across all domains: Evidence of a Scholarly Approach

Criteria for Scholarship of Teaching



- Work must be public
- Work must be available for peer review and critique according to established standards
- Work must be able to be reproduced and built on by other scholars

Educational Interventions

- Ultimately impacts patient care, as well as affecting a range of factors involved in individuals' learning processes.
- Critical evaluation of educational literature, by those involved in designing and developing educational interventions is a skill
  - parallels exercises with clinical interventions.

Getting started…

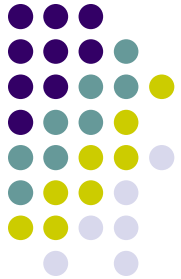
- Identify those “daily work” products –
  - Course or rotation syllabi
  - PowerPoint slides
  - Learner assessment tools
  - Innovative teaching strategies
  - Forms – that can be re-crafted as a scholarly work that others can access, review and use

- ***“What’s in your _____ (file cabinet, desk drawer, flash drive, binder, standing pile somewhere on your desk)?”***

Getting started…

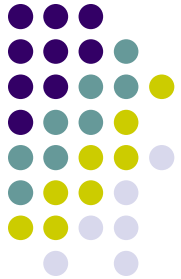
- Identify and reframe one of your endurable education products for peer review
- Demonstrate that your material meets the elements of scholarship:
  - clear goals
  - adequate preparation
  - appropriate methods
  - evaluation/results
  - effective presentation.

Principles of Educational Scholarship



- Base evaluation decisions on objective criteria
- Combine *quantitative and qualitative* measures for outcomes
- Expect educators to plan systematically how their activities will help learners to achieve specific, evaluable learning objectives.
- Expect scholarly activity from all faculty whose careers involve education.

Principles of Educational Scholarship



- Evaluate scholarship rigorously using proven methods and solid evidence.
- Expect variation in approach among excellent educators.
- Educate those who evaluate educators to recognize key elements of superior performance focused on teaching and learning.

Goals &
Objectives
Needs
Assessment
QUALITY
Curriculum
Evaluation
Methods
Learner
Assessment & Feedback

Medical Education Resources

Journals

- Academic Medicine
- Teaching and Learning In Medicine
- JAMA-Education Issue in September
- Medical Education
- Med Ed Online
- Medical Teacher
- Clinical Teacher
- JIAMSE

Digital Repositories

- FMDRL-STFM
- Med Ed Portal-AAMC

List Servs

- Dr-ED

Organizations

- AAMC-Group on Educational Affairs
- AMEE-Association of Medical Education in Europe

Indicators of Quality

- ***Goals*:** educational goals are appropriate
- ***Objectives*:** specific and measurable/evaluable
- ***Needs Assessment*:** guide the objectives, refine teaching and evaluations
- ***Methods*:** curriculum design meets the needs of diverse learners
- ***Learner assessment and feedback*:** valid, reliable, and feasible evaluation methods
- ***Curriculum evaluation*:** data on the outcomes of the intervention from learners and faculty