



Navigating the Landscape
of Educational
Scholarship!

Educational Grand Rounds
University of Oklahoma HSC
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Objectives

1. **Characterize educational scholarship (ES).**
2. **Discuss frameworks for assessing the quality of ES and providing a systematic approach to presenting your work.**
3. **Formulate a scholarly educational question to investigate.**
4. **Identify opportunities to “educate” members of the Promotion and Tenure committee to help them more easily recognize and reward educational scholarship.**



What it is. What it is not.

1. **Number of exam items or cases written**
2. **Number of small groups facilitated**
3. **Information about formal training in measurement (attending course/workshop)**
4. **References supporting methods used to develop test items or cases**
5. **Measures of psychometric properties of the assessment tool (reliability, validity, score distribution)**

*Acknowledgements: GEA Consensus Conference on Educational
Scholarship Learner Assessment Working Group
February 9-10, 2006*



What it is. What it is not.

6. **Learner critique/feedback**
7. **Peer observation and critique**
8. **Acceptance of materials into MedEdPortal**
9. **Adoption of materials by other institutions**
10. **Presentation locally, regionally, nationally about development/refinement of new assessment method**
11. **Invitation to serve on national test-writing committee**

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Frameworks for Assessing Quality

◆ Boyer's Model of Scholarship (1990)

- Discovery
- Application
- Integration
- Teaching



Discovery - Research

A traditional view of research

Contributes to the body of knowledge

Publications (books, articles peer-reviewed journals, presentations at scientific meetings)

Acknowledgement: Dr. W. Robert Lee



Integration - Synthesis

Critical analysis and review of knowledge

Creative synthesis of views and insights

Literature reviews, meta-analyses, books, book chapters, reports on interdisciplinary programs and service projects, policy presentations designed to influence other groups

Acknowledgement: Dr. W. Robert Lee



Application - Practice

Case studies, presentations related to practice, patient outcome analyses, grants to expand practice

Applying knowledge in the solution of problems

Acknowledgement: Dr. W. Robert Lee



Teaching - Teaching

Reflective analysis of the knowledge about teaching and learning

More than just 'good teaching'

Scholarship related to pedagogy, reports of teaching innovations, published textbooks, recognition as a master teacher

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3P's of Scholarship

- Public**
- Peer Reviewed**
- Platform**

Hutchings & Shulman (1999)



Glassick Criteria (1996)

- 1. Clear Goals**
- 2. Adequate Preparation**
- 3. Appropriate Methods**
- 4. Significant (important) Results**
- 5. Effective Presentation**
- 6. Reflective Critique**



What it is; What it is not revisited.

- Boyer**
 - **discovery, integration, application, teaching**
- 3Ps**
 - **public, peer reviewed, platform**
- Glassick**
 - **clear goals, adequate preparation, appropriate methods, significant (important) results, effective presentation, reflective critique**



Small Group Activity

You are a member of the OUHSC promotions committee.

- Apply the frameworks to assess the quality of the evidence of educational scholarship for 3 faculty members**
- Compare/Contrast the examples**
- Identify strengths and areas for improvement (Δ s)**



Formulating a good question?

How do you turn a 'problem' into a scholarly educational investigation?

- ? Observation**
- ? Experience**
- ? What is missing in the literature**
- ? Example**