Turning Teaching Into Scholarship

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Agenda

• Redefinition of Scholarship
• Assessing Scholarship
• Group Application
• Where Do I Start?
Imagine, if you can, an academic universe in which the roles of teaching and research have been suddenly and magically reversed …
Scholarship

• **Traditional Definition:**

  • *Original research that has been peer-reviewed and published*
**Discovery**

*Purpose:* Build knowledge through traditional research

**Measures of performance:**

- Publishing in peer-reviewed forums
- Producing/performing creative work within established field
- Creating infrastructure for future studies
Integration

Purpose: Interpret the use of knowledge across disciplines

Measures of performance:

- Preparing a comprehensive literature review
- Writing a textbook for use in multiple disciplines
- Collaborating to design and deliver a core course
Application

Purpose: Aid society and professions in addressing problems

Measures of performance:

- Serving industry or government as an external consultant
- Assuming leadership roles in professional organizations
- Advising student leaders, fostering their professional growth
Teaching

Purpose: Study teaching models and practices to achieve optimal learning

Measures of performance:

- Advancing learning theory through classroom research
- Developing and testing instructional materials
- Mentoring graduate students
- Designing and implementing program level assessment
Implications of Boyer’s Work

Broadened the conventional definition of scholarship beyond the traditional research article.

BUT

Did it dilute scholarship such that virtually ANY academic work could be considered scholarship?

Many were reluctant to abandon peer review.
The Shulman Definition

Lee Shulman, President of the Carnegie Foundation (1999)

• "For an activity to be designated as scholarship, it should manifest at least three key characteristics: It should be public, susceptible to critical review and evaluation, and accessible for exchange* and use by other members of one's scholarly community.

• This seems to be the prevailing sentiment

*in a form others can build upon
Evaluation

- How should scholarship be evaluated?
SCHOLARSHIP ASSESSED
Evaluation of the Professoriate
Charles E. Glassick • Mary Taylor Huber • Gene I. Maeroff
An Ernest L. Boyer Project of The Carnegie Foundation for the Advancement of Teaching
1997
Clear goals
Adequate preparation
Appropriate methods
Significant results
Effective presentation
Reflective critique
<table>
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<th>Glassick’s Criterion</th>
<th>Evidence</th>
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<tr>
<td><strong>Clear Goals</strong></td>
<td>Educational goals &amp; objectives, desired learning outcomes</td>
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<td><strong>Adequate preparation</strong></td>
<td>Understanding of existing scholarship; Skills &amp; experience</td>
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<td><strong>Appropriate methods</strong></td>
<td>Choose/modify methods; Implementation requirements</td>
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<td><strong>Significant results</strong></td>
<td>Achieve goals; Contribute to field &amp; invite further work</td>
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<td><strong>Effective presentation</strong></td>
<td>Suitable style &amp; organization with clarity &amp; integrity</td>
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<td><strong>Reflective critique</strong></td>
<td>Lessons learned; Use self-assessment &amp; critique of others to refine/expand original concept</td>
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Group Activity Exercise

• Form teams
• Assess nine faculty profiles for their level of scholarship:

  A = Teaching scholarship
  B = Scholarly teaching
  C = Teaching

  Dr. Heidi    Dr. Harry    Dr. Holly
  Dr. Barry    Dr. Betty    Dr. Bob
  Dr. Gabe     Dr. Gale     Dr. George

Faculty profiles adapted and used with permission from Boyd Richards
Where do I start?

1. Attend the other two Research & Scholarship workshops at this meeting!
2. (Re)familiarize yourself with research methods, e.g. faculty development via local teaching academies or national organizations such as the TBLC or in your discipline
3. Submit TBLC meeting abstracts
4. Seek collaborators (e.g. TBLC) (RESEARCH: IRB Approval)
5. Post resources at the TBL Case Bank
6. Publish health-related TBL modules at MedEdPORTAL
7. Publish TBL modules at other peer-reviewed sites (MERLOT, others?)
What is MedEdPORTAL?

1. Free online publication
2. Open to the general public around the globe
3. Peer-reviewed health education teaching & assessment materials*
4. Learning modules including instructor guides and all educational tools

*Content expansions under development: pre-med, graduate education, professional development & leadership, other health sciences

www.mededportal.org
Essential Components

What are the essential components of a teaching module for publication through MedEdPORTAL?

• Stand-alone, teaching module
• Educational objectives
• Outcome-based measures
• Submission standards and compliance

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Why **Use** MedEdPORTAL?

1. All resources formally peer reviewed
2. All copyright/patient privacy issues addressed
3. Copyright permissions already granted
4. Find resources to develop lectures, courses, etc.
5. Access self-study materials to facilitate learning
6. Locate valuable assessment tools

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