

Teaching as Scholarship:  
Formulation of Research  
Questions for Teaching  
Faculty Development  
Discipline Family Medicine

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# Disclosure/Acknowledgments

- ▶ Vernon Curran
  - ▶ Marshall Godwin
  - ▶ Gary Tarrant
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# Sources

- ▶ August 31 /09 Medical Grand Rounds: “Developing Medical Teaching as Scholarship”  
Dr Vernon Curran
  - ▶ April 2009: MUN Faculty of Medicine  
Promotion & Tenure, Non-Bargaining Unit  
Criteria for Clinical Faculty
  - ▶ Chapter 52: “Academic standards and scholarship” in A Practical Guide for Medical Teachers. Edited by Dent and Harden, 3<sup>rd</sup> edition, 2009.
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# Goals

- ▶ Discuss the principles of scholarship in medical teaching: what and why
  - ▶ Describe examples of scholarship in medical teaching
  - ▶ Reflect on formulating research questions for medical teaching
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# History

- ▶ Ernest Boyer 1990 – *“Scholarship Reconsidered: Priorities of the Professoriate”*: “We believe that it is time to move beyond the tired old ‘teaching versus research’ debate and give the familiar and honorable term ‘scholarship’, a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work. Surely, scholarship means engaging in original research. But the work of the scholar also means stepping back from one’s investigation, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students.”

# Boyer's Categories of Scholarship

- ▶ Discovery: results, knowledge
  - ▶ Integration: connections, interpretation
  - ▶ Application: engagement with society
  - ▶ Teaching: sharing, dissemination
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# Double standard

	Scholarship re conventional research and re patient care	Scholarship re medical teaching
Formal preparation	Much	Little
Pedagogy	Well developed and disseminated	Less developed and disseminated
Poor quality	Not tolerated	Often tolerated
Peer review	Well established	Relatively undeveloped
Rewards for faculty	Substantive	Less substantive (at least in the past)

# Scholarship of Education: A Promotion & Tenure Pillar

- ▶ “Clinicians have a major responsibility for carrying out the critically important educational mission of the institution. Related activities include curriculum development, innovation in instructional delivery methods and evaluation. Educational scholarship and its dissemination are encouraged and valued. Faculty are encouraged to develop learning objects such as DVDs/CDs, course syllabi, websites, and other products beyond the traditional publications and presentations. Teaching dossiers should include objective evaluations of new objects. Teaching honours and awards are a traditional and important recognition of educational instructional excellence. These are by no means meant to be limiting or exclusive in scope.” April 2009 document: MUN Faculty of Medicine Promotion & Tenure, Non-Bargaining Unit Criteria for Clinical Faculty

# Teaching as Scholarship

- ▶ 2 components:
  - Scholarly teaching = process
  - Scholarship of teaching = product

# Scholarly teaching = a process

- ▶ Is an extension of teaching: systematic investigation of questions related to teaching improvement and student learning = educational research
- ▶ Purpose is improved teaching & student learning outcomes
- ▶ *“What am I doing? Why? Is it working? How do I know? What theories, principles, and values underpin or spring from my practice?”*

# Scholarship of Teaching = a product

- ▶ Builds on process of scholarly teaching
  - ▶ A tangible product which contributes to existing peer reviewed resources
  - ▶ Based on evidence
  - ▶ Accessible to be reviewed for quality
  - ▶ Publicly disseminated for others to learn from and build upon
  - ▶ Involves discovery , integration, application, and dissemination
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# Examples of Scholarship of Education

- ▶ **Mental health teaching:** Bethune C et al – several studies building on each other over >10 years.

- ▶ **Learning using case-based reflection:**

Bethune C, Brown J. Residents' use of case-based reflection exercises. *Canadian Fam Phys*, 2007;53(3):471–6, 470.

- ▶ **Clinical skills assessment program:**

Curran V, Eaton W, Butler R, Duke P, Moffatt S, Sherman G; Evaluation of the Usefulness of a Simulated Clinical Exam in a Family Medicine Residency Program. *Medical Teacher*, May 2007;29:406–407.

- ▶ **First year clinical skills:**

Pullman D, Bethune C, Duke, P; Narrative Means to Humanistic Ends. *Teaching and Learning in Medicine*, 2005.

# Scholarship in Education Projects in Progress

- ▶ Gateway Project: Pauline et al
  - ▶ Psychotherapy training evaluation: Gary
  - ▶ ?QUIPs: Norah and Heather
  - ▶ Rourke Baby Record: literature review chart, e-learning modules, e-RBR for EMRs, etc.
  
  - ▶ Anyone else?
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# Four steps in formulating Research Questions re Teaching

Adapted from Marshall Godwin's five weekend research course

- ▶ The topic
    - Expertise – get to know the topic area
    - Of interest to you
  - ▶ The problem
    - An issue or component that needs research
  - ▶ The question
    - What do you want to find out?
    - What don't you know that will help you address the problem?
  - ▶ Refining and defining
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# Challenges in Scholarship in Teaching

Lack of:

- ▶ Familiarity with the field: terminology, pedagogy, etc.
  - ▶ Funding
  - ▶ Infrastructure
  - ▶ Mentors
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# Resources

- ▶ Join CAME (Canadian Association for Medical Education) <http://www.came-acem.ca/>
- ▶ 5 weekend “How to” research course – Marshall Godwin: not specific to medical education research
- ▶ Teaching and Learning in Medical Education – MUN Grad Studies course coordinated by Vernon Curran
- ▶ Best evidence medical education (BEME) collaboration – AMEE

<http://www.bemecollaboration.org/index.html>



# Summary

- ▶ Scholarly teaching and scholarship in teaching are components of research in medical education
  - ▶ Scholarship in education is a newer and less established field of research with the challenges of any developing field
  - ▶ P & T guidelines include scholarship of education as one of the four pillars
  - ▶ Formulating research questions in medical education is similar to that in other fields of research
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# Questions?

Happy holidays to one and all!

