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**The Scholarship of Teaching  
Defining, Evaluating,  
Documenting, and Rewarding**

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November 11, 2004*

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**Overview**

- Assertions
- Definitions
- Products
  - Examples
  - Assessment criteria
  - Documentation
- Evaluation methodologies
  - CACHE, SGIM, SGIM
- Rewards

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## My Assertions

- Research is only one form of scholarship
- Educational scholarship can be
  - Documented as tangible products
  - Peer reviewed for quality
  - Disseminated publicly
- Non-manuscript products of educational scholarship should be valued in institutional reward systems

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## Teaching: Definition

- Design and implementation of activities to promote learning, e.g.,
  - course design
  - development of instructional materials
  - interactions with students
  - formative and summative assessment

Smith R, 2001

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## Scholarly Teaching: Definition

- Connects teaching - learning
  - Consult relevant education literature
  - Apply intervention to enhance learning
  - Observe outcomes
  - Document observations
  - Analyze results
  - Obtain peer evaluation
  - Use them to continually improve teaching

Richlin L, 2001

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## Scholarship: Definition

- Advances or transforms knowledge
  - as it applies to an academic community
  - by the application of one's intellect in an informed, disciplined, and creative manner

Boyer: *Scholarship Reconsidered*, 1990

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## Scholarship of Teaching: Definition

- Builds upon process of scholarly teaching
- Requires
  - "Product" (manuscript-equivalent)
  - Peer review for quality
  - Public dissemination to learn from or build upon

Hutchings and Shulman, 1999

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## Synonyms in this Talk

- Scholarship of teaching
- Educational scholarship

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## Four Forms of Educational Scholarship

- Discovery
  - Original research
- Integration
  - Connections, interpreting, providing perspective
- Application
  - Using knowledge/theory to solve problems
- Teaching
  - Transmitting, transforming, extending knowledge

Boyer, 1990

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## Characteristics of Scholars and Scholarship

- A scholar
  - must have discipline-related expertise
- Scholarship entails
  - Innovation
  - Tangible product

Diamond, 1995

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## Assessment of Products

- Public dissemination to learn from or build upon
- Peer review for
  - Quality
  - Significance
  - Impact
- Replicability

Diamond, 1995

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## Scholarship Assessment Standards

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant (meaningful) results
- Effective presentation
- Reflective critique

Glassick, 2000

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## Product Examples

- Instructional materials
  - Web-based and other teaching modules
  - Syllabi, CDs, DVDs
- Educational leadership
  - Program development
  - Course development/innovative revision
- Evaluation tools
  - Development
  - Assessment

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## Presenting Products to P&T Committee: Educator's Portfolio

- Typical content
  - Reflective statement about teaching
  - Contributions and evidence of quality, e.g.,
    - Teaching
    - Curriculum development and assessment
    - Instructional materials
- Peer assessment
  - Internal
  - External

Simpson, 2004

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## Rewarding Scholarship Promotion

- Many P&T documents refer explicitly to educational scholarship
- Many clinician-educator tracks require scholarship
  - More schools are adopting a broader definition of scholarship
  - Yet, non-manuscript scholarship products often are not rewarded as evidence of legitimate scholarship

AAMC Faculty and Institutional Policy Archive (FIPA) database, 2000

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## Why?

- Products of educational scholarship often have not been:
  - Subjected to a review process that parallels that for research
  - Disseminated publicly

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## Emerging Venues: Peer Review and Dissemination

- AAMC Competencies Across the Continuum of Health Education (CACHE)
  - Established in 2004
- Health Education Assets Library (HEAL)
  - Established in 2003
- Society of General Internal Medicine peer review process for web-based curricula
  - Established in 2003

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## CACHE

- Web-based repository
  - Curriculum and assessment materials
  - Any author of materials may submit
- Author categorizes materials on three axes
  - ACGME competencies (e.g., knowledge)
  - Level of education (UGME, GME, CME)
  - Location of use (e.g., school, university)

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## All Submissions Are Peer Reviewed

- Peer review instrument
  - Developed by AAMC Peer Review Task Force
  - Based on Glassick's criteria
- Accepted materials included in repository

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## CACHE Peer Review Instrument

Criterion: Goals	Rating	Comments
Intended audience is identified	1-2-3-4	
Author's description of material is accurate and up-to-date		
Author's description includes clear goals or statement of purpose		

1 = Strongly disagree; 4 = strongly agree or 1 = No; 4 = Yes

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**Criterion:**  
**Preparation and Content Quality**

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- Content is accurate and up-to-date
- Citations, references, credits and/or links are relevant
- Citations, references, credits are complete

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**Criterion:**  
**Methods - Effectiveness of Material**

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- Instruction/assessment methods are appropriate for the stated goals and objectives
- Multimedia (e.g., video) is used effectively
- Learning activities are used effectively (e.g., learner control, navigation)

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**Criterion:**  
**Presentation and Ease of Use**

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- Material is easy to use
- Content is clear and well organized
- Video/audio quality are good
- Image quality is good
- Material is engaging
- Application loads, launches, and executes smoothly

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**Criterion:  
Significance**

- Material offers innovative teaching - learning method
- Evidence of product effectiveness is provided
- Documentation describes how material builds on prior work
- Material contributes to the field
- Material can be customized to fit range of courses or curricula

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**Criterion:  
Reflective Critique**

- Documentation includes
  - lessons learned
  - future directions
  - suggestions for adaptation or expansion
- Documentation provides sufficient information to guide others in using the material

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**CACHE Peer Review  
Overall Rating**

Assessment	Recommendation
Does not meet minimal standards	Reject
Meets minimal standards and contributes, but there are concerns	Accept with Revisions
Meets quality standard and contributes to field	Accept
Is excellent overall and significantly contributes	Accept with Acclamation

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## HEAL

- Database of digital materials
- Size of collection: 36,000 resources
- Types of materials
  - Images and animations
    - Pathology Education Instructional Resource
    - UCLA Interactive Neuroscience
  - Video- and audioclips
  - Presentations
  - Web pages

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## HEAL – AAMC Partnership CACHE and HEAL

- Will use the same peer review instrument  
“to evaluate and ensure quality of HEAL’s  
holdings”  
[www.healcentral.org/aamc](http://www.healcentral.org/aamc)
- Plan to merge databases
  - All resources probably will be housed in HEAL

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## Web Addresses

- CACHE
  - [www.aamc.org/members/gea/cube](http://www.aamc.org/members/gea/cube)
- HEAL
  - [www.healcentral.org/aamc](http://www.healcentral.org/aamc)

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## Types of Submissions

- **CACHE**
  - Curriculum or assessment materials
  - Not multi-media
- **HEAL**
  - Multi-media materials

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## SGIM

### Web-based Curriculum Assessment

- **Developed by SGIM web-based clinical curriculum interest group to:**
  - Create process and tool to assess websites specific to medical education
  - Help developers receive academic credit

Knight, 2004

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## SGIM

- **Instrument assesses:**
  - Content
  - Format and presentation
  - Evaluation and feedback
- **Peer review**
  - Used to select 2003 Innovations in Medical Education submissions to SGIM meeting

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### SGIM Web-based Curriculum Assessment Instrument

Criterion	Score
<i>Content (3 items)</i>	1 – 2 – 3 – 4 – 5
Material presented is up to date and accurate References are appropriately cited	
<i>Format/Presentation (7 items)</i>	
Appropriate for learning objectives Site is interactive and engages learner	
<i>Evaluation/Feedback (4 items)</i>	
Is a method for learner to evaluate site Is a method to evaluate learner	

1 = Strongly agree; 5 = Strongly disagree

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### Back to My Assertions

- Research is only one form of scholarship
- Products of educational scholarship include
  - Manuscripts, abstracts, presentations, and
  - Enduring products (e.g., teaching tools, curriculum)
- There are mechanisms that parallel research for
  - Peer review
  - Public dissemination
- Institutions should value peer-reviewed, publicly disseminated, enduring education products as legitimate forms of scholarship

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