



# Turning Teaching Into Scholarship

Wayne T. McCormack, Ph.D.

Dept. of Pathology, Immunology  
& Laboratory Medicine

College of Medicine



# Agenda

- **Redefinition of Scholarship**
- **Assessing Scholarship**
- **Group Application**
- **Where Do I Start?**

# Teaching & Research Tables Turned

- **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**

# SCHOLARSHIP RECONSIDERED

PRIORITIES  
OF THE  
PROFESSORiate

Ernest L. Boyer



The Carnegie Foundation  
for the Advancement of Teaching

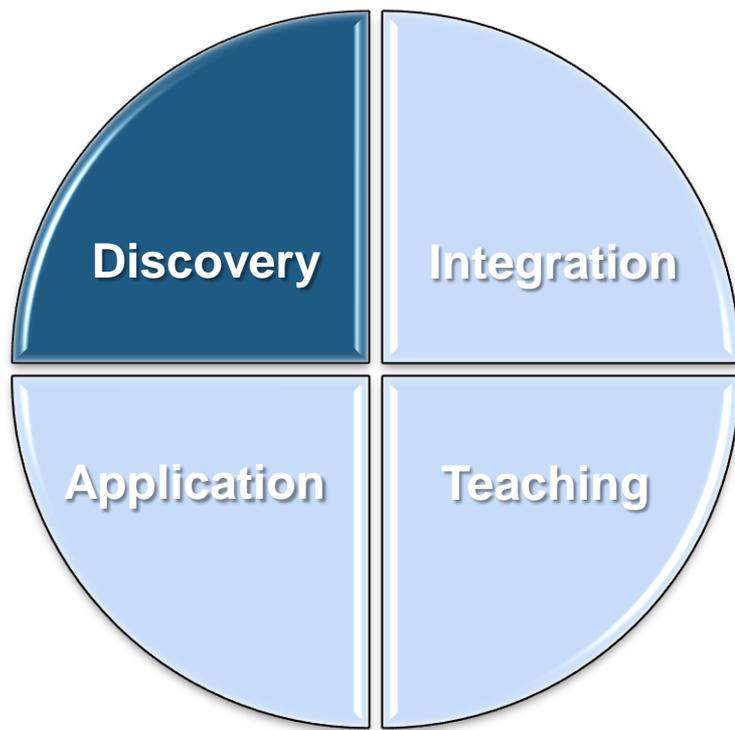
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**Discovery**

**Integration**

**Application**

**Teaching**

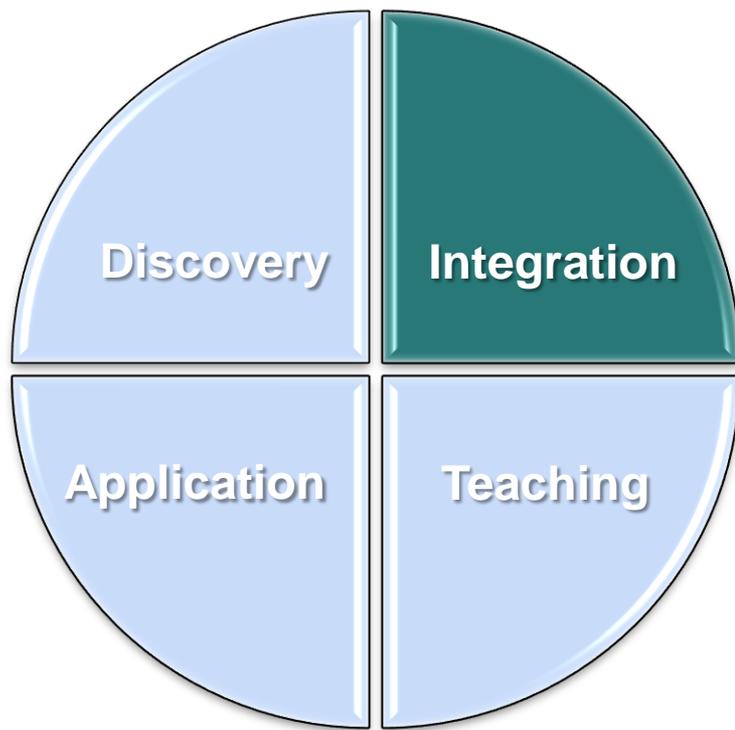


# Discovery

**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

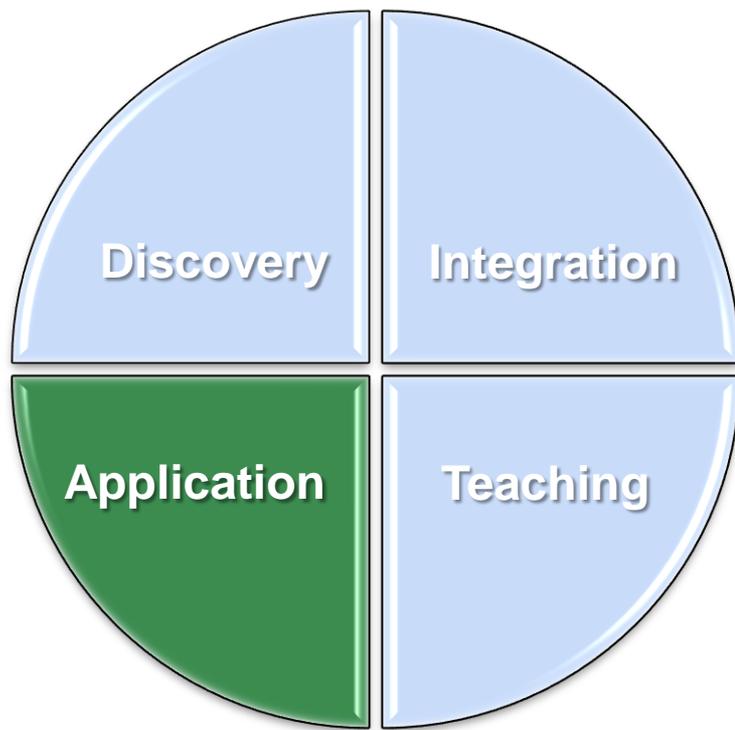


# Integration

**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**

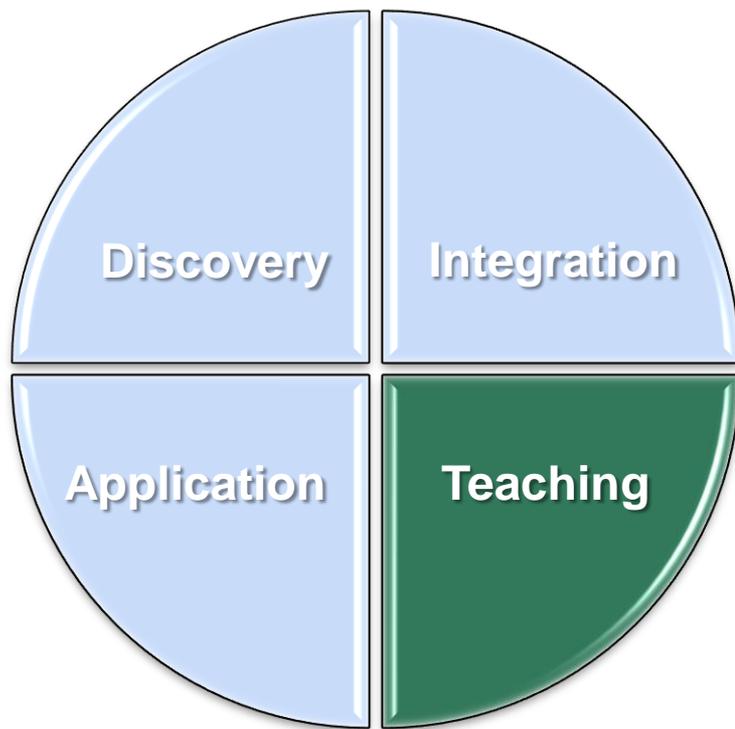


# Application

**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



## **Glassick's Criterion**

## **Evidence**

**Clear Goals**

**Educational goals & objectives,  
desired learning outcomes**

**Adequate  
preparation**

**Understanding of existing  
scholarship; Skills & experience**

**Appropriate methods**

**Choose/modify methods;  
Implementation requirements**

**Significant results**

**Achieve goals; Contribute to  
field & invite further work**

**Effective presentation**

**Suitable style & organization  
with clarity & integrity**

**Reflective critique**

**Lessons learned; Use self-  
assessment & critique of others  
to refine/expand original concept**

# 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**

# 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

www.mededportal.org

The screenshot shows the MedEdPORTAL website interface. At the top, there is a header with the MedEdPORTAL logo and the AAMC logo. Below the header, there is a navigation bar with links for "My MedEdPORTAL", "Home", "About", "Logout", "News", "Submit Resource", "Peer Review", "Partners", and "Contact". A search bar is located below the navigation bar, with a "Find:" label and a "Search" button. To the right of the search bar are links for "Advanced Search" and "Browse Collections".

The main content area is divided into several sections:

- News:** Includes a section for "Notes from the Editor: The Anatomy of Peer Review" and a section for "Join MedEdPORTAL for a Poster Session, Award Ceremony, and Reception".
- Featured Publications:** Includes a section for "Scholarship of Application: When Service is Scholarship - A Handbook for Medical Educators" and a section for "Gallery of Prosthodontic Procedural Technique Videos".
- Featured Collections:** Includes a section for "Training Materials" and a section for "Pediatric Virtual Patients".
- Partner Collections:** Includes a section for "Dental" and a section for "Multimedia Assets".

At the bottom of the page, there is a section for "MedEdPORTAL Partially Funded By" with the ADEA logo and the text "AMERICAN DENTAL EDUCATION ASSOCIATION".

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

# 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**

# 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

# Why Submit to MedEdPORTAL?

## Why Submit to TBL Resource Bank?

1. Receive peer-reviewed publication
2. Obtain feedback from peer reviewers\*
3. Expand the audience of users of work\*
4. Retain ownership of published materials\*
5. Generate usage reports
6. Receive formal citations for publication

