Taking the Scholarly Practice One Step Further by Producing Education Scholarship

- It is important both to be scholarly, which requires taking a systematic/evidence-based approach, and to produce scholarship, which involves disseminating work publicly for peer review so others can build on the work.\(^1\)
- There is confusion about what counts as education scholarship beyond a randomized control trial of an education intervention.
- Glassick’s criteria for scholarship include “clear goals, adequate preparation, appropriate methods, outstanding results, effective communication, and reflective critique.”\(^2\)

Boyer’s 4 types of scholarship can be used to illuminate the difference between a scholarly approach and education scholarship.

Boyer’s Framework for 4 Types of Scholarship\(^3\)

<table>
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<th>Discovery: Investigating through the scientific method (traditional research study)</th>
<th>Integration: Synthesizing knowledge within and/or across disciplines</th>
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<td>Teaching: Using best practices for learning and development of curriculum in a systematic way based on the literature</td>
<td>Application: Using findings from the literature or another discipline to solve a problem</td>
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Medical Education Examples of Boyer’s 4 Types of Scholarship

- **Discovery**: A course director randomizes 10 sessions to be delivered in flipped classroom (FC) or lecture format to see which leads to higher examination performance.
- **Integration**: A faculty member summarizes evidence for or against team-based learning (TBL) with a meta-analysis of results.
- **Scholarly approach**: After finding a 5% increase in exam scores for the FC condition, the director decides to use the FC for all sessions next year.
- **Education scholarship**: The course director writes a manuscript of the study, which is accepted by *Teaching and Learning in Medicine*.
- **Scholarly approach**: After finding that TBL increases teamwork skills, the faculty member persuades course directors to replace 20% of lectures with TBL.
- **Education scholarship**: The faculty member writes a manuscript of the meta-analysis, which is accepted by *Academic Medicine*.
- **Teaching**: A faculty member is asked to create a coaching curriculum. She uses Kern’s 6 steps for curriculum development to design the curriculum.
- **Application**: Mistreatment is a problem in the clinical environment. A clerkship director looks for studies in the mistreatment literature to determine the best approach to address and mitigate mistreatment.
- **Scholarly approach**: The faculty member implements the curriculum the following year.
- **Education scholarship**: The faculty member writes a manuscript, describing the coaching program and providing teaching/learning resources, that is accepted by MedEdPORTAL.
- **Scholarly approach**: The director selects the most feasible approach to implement in his clerkship.
- **Education scholarship**: The director has a poster on road blocks and successes to implementing the approach accepted for presenting at a learning environment conference.

References:

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