SHOW NOTES

Turning Your Teaching Into Scholarship
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A framework / model of scholarship in medical education*:

• The Scholarship of Discovery - this is what we typically think about when we think about doing "research". It's about finding new knowledge.

• The Scholarship of Integration - this involves the analysis, review and synthesis of information. You might do this as part of writing a review article or a book chapter on a topic.

• The Scholarship of Application - this involves solving problems by applying knowledge. This might involve consulting activities you do or community activities that link with your academic discipline.

• The Scholarship of Teaching - this involves the creative use of knowledge to teach others. It encompasses more than being a "great teacher". It's really about applying a systematic approach to enhancing education.


Some examples of scholarly output from your teaching

• Creating an abstract about an innovative educational method that you’re using and present this at a local, regional or national meeting of your specialty society.
• Present a poster at a local, regional or national meeting in your specialty society

• Peer-reviewed journal articles about your educational project or program

• Publish your educational project or program in an electronic resource

The 3 P’s to consider when turning your teaching into scholarship:

1. Peer review

2. Public dissemination and creating a

3. Platform for further development

Questions to ask yourself about what you’re already doing that might be turned into a scholarly product:

• Are you creating innovative materials to teach your learners?

• Are you using innovative teaching methods or presenting things in a way that enhances learning?

• How are you going to evaluate what you’re doing to show others as having effective outcomes?

• How can you distribute the information about what you’re doing? What are ways you can package and deliver your materials so that others can use them in their learning environments?

A scholarly approach:

1. Create a presentation/program/curriculum at your local level

2. Use what you’ve created with a learner population

3. Gather some information about what works and what doesn’t work

4. Refine your program/material

5. Packaging your program/material in a way that it can be used by others

Thoughts about how to disseminate your work:

• Look for journals and other avenues within your own specialty.
Since you may have difficulty finding a venue to publish your teaching-related scholarship, consider other medical education venues and resources to submit your work.

**What are the benefits of being a peer reviewer for an education-focused area of one of your professional journals or societies?**

- Participating in the peer review process is an essential component of your development as a scholar.

- Helps you learn the landscape about what’s being published and what is valued by a given journal and understand that work you may be doing could have the potential for publication.

- Helps you learn from others’ article submissions and allows you to make your articles better.

- The AAMC has an annual meeting that’s focused on Research In Medical Education (RIME) and they often look for peer reviewer for the submissions to this meeting.

- Helps you to potentially meet and collaborate with other educators who have interests similar to yours and grow your network.

**MedEdPORTAL**

- An electronic peer-reviewed publication resource sponsored by the AAMC that is indexed for MEDLINE® in PubMed®.

- A great place for educators to do peer review and be a part of the peer review process.

- A great place to submit your own educational work for peer review and publication.

- A searchable resource for content and curriculum on a variety of issues in medical education.

- Provides the actual resources (e.g., slides, handouts, templates) used by the authors for download and for your own use at your institution.

**Key Take-Aways**

- Be purposeful about evaluating the different types of teaching sessions you’re doing.

- Include some aspect of assessing if the goals of your teaching are being met and to what degree they are being met.

- Assess some outcomes related to the teaching you’re doing.
• Reflect upon the evaluations you obtain about your teaching and share your reflections and conclusions with others in some venue.

**Action Steps:**

• Be proactive about obtaining information (data) on your teaching. You need data to demonstrate the quality and impact of your teaching!

• Look for multiple places to present your work. Consider MedEdPORTAL and other venues, including journals and regional or national conferences.

• Grow your work from posters to publications and from local to regional to national presentations.

**Resources:**

AAMC initiatives and projects to advance medical education: [https://www.aamc.org/initiatives/meded/](https://www.aamc.org/initiatives/meded/)

AAMC’s Annotated Bibliography of Journals for Educational Scholarship:  

MedEdPORTAL - The Journal of Teaching and Learning Resources: [https://mededportal.org/](https://mededportal.org/)

Resources for medical education research and scholarship comes from Michigan State University:  
[https://omerad.msu.edu/research/resources-for-medical-education-research-and-scholarship#topic01](https://omerad.msu.edu/research/resources-for-medical-education-research-and-scholarship#topic01)