

▶▶ Dr. Shahram Yazdani

# *Scholarship of Teaching and Learning: Basic Concepts*

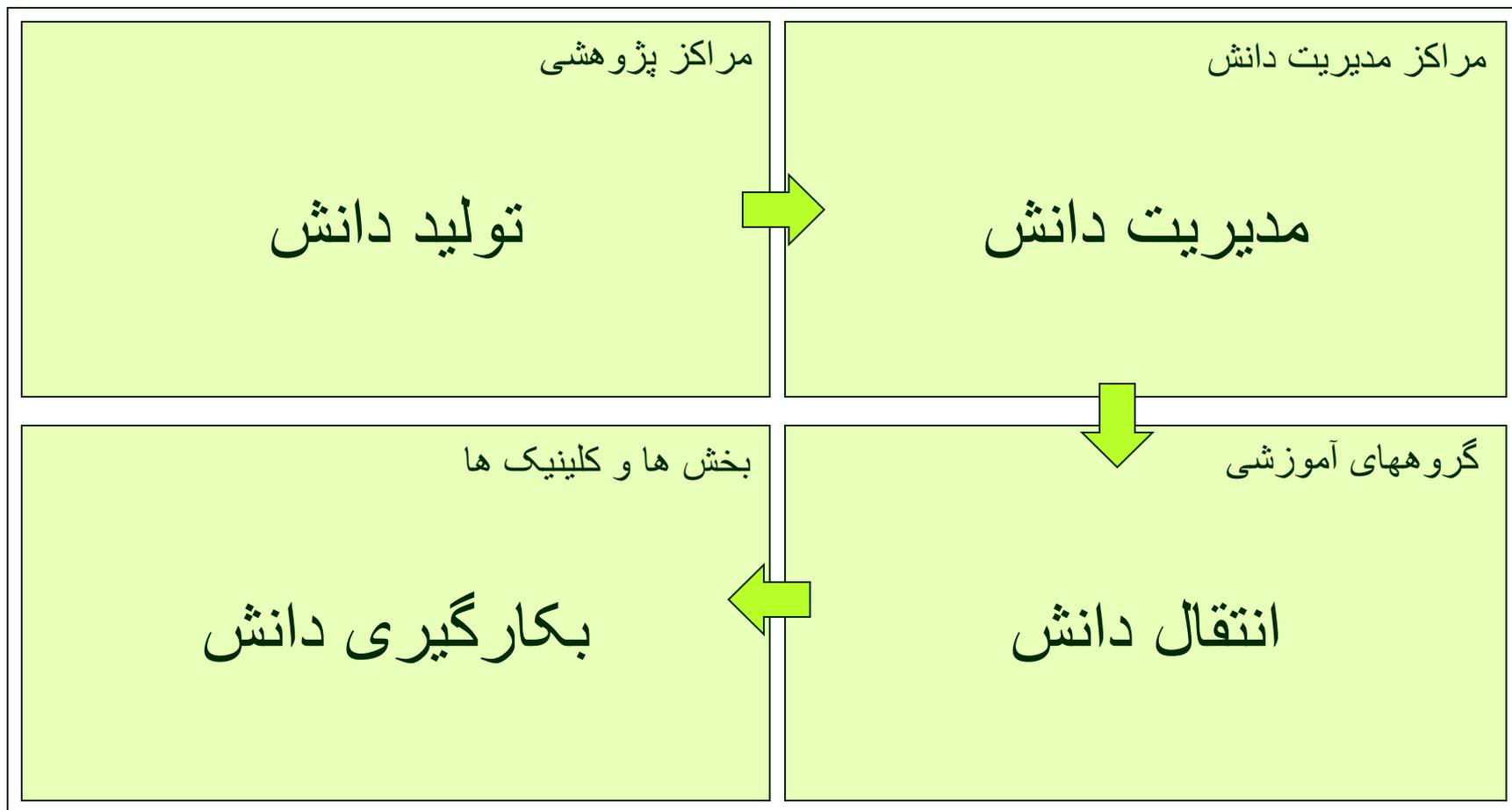
# دانشگاه ها به عنوان نهادهای دانشی

❖ دانشگاه های نهادهای دانشی هستند که در آنها فعالیتهای دانشی (تولید، مدیریت، انتقال، و بکارگیری دانش) در حوزه های مختلف علمی صورت می گیرد.

## اعضای هیات علمی به عنوان فعالان عرصه دانش

❖ **اعضاء هیات علمی دانشگاه ها افرادی هستند که به عنوان فعالان عرصه دانش، "بطور متناسب" به ارایه فعالیت های چهارگانه دانشی (تولید، مدیریت، انتقال، و بکارگیری دانش) می پردازند.**

# توسعه نهادی در دانشگاه ها

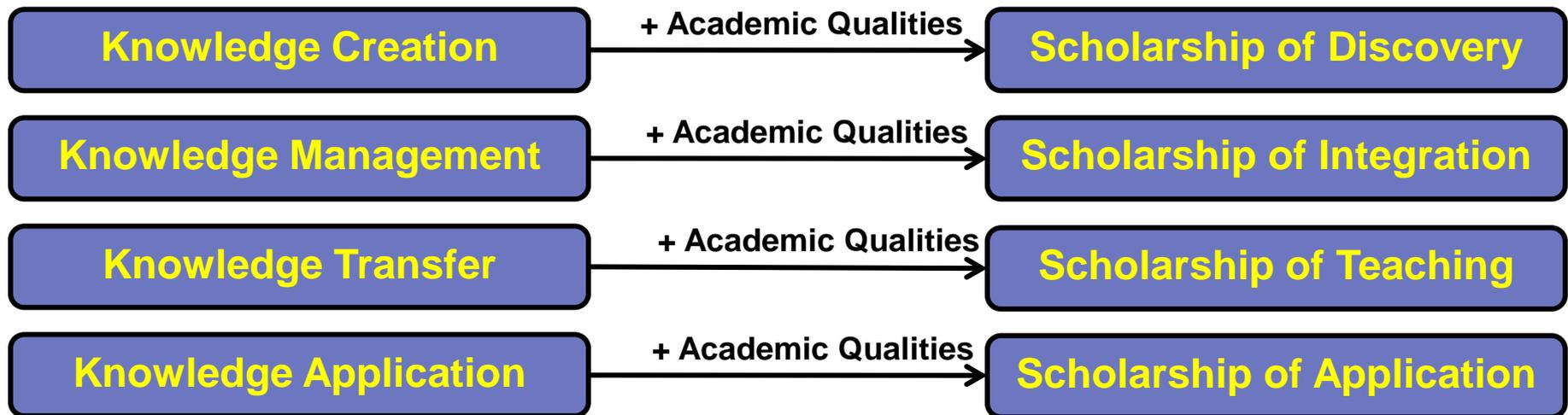


# مطالعات بنیاد کارنگی

- ❖ مطالعات بنیاد کارنگی بین سال های 1969 و 1989 نشان داد که در این فاصله زمانی در تمام انواع موسسات آموزش عالی، نشر مقالات علمی به عنوان ملاک ارتقاء علمی و استخدام رسمی اعضای هیات علمی اهمیت فزاینده ای پیدا کرده است.
- ❖ بر اساس این مطالعات، دانشگاه ها اعضای هیات علمی را به عنوان مدرس استخدام می کنند ولی به عنوان پژوهشگر ارزیابی می کنند.
- ❖ این مطالعات نشان داد که توجه روزافزون دانشگاه ها به پژوهش و انتشار مقالات به واسطه کیفیت هایی است که در فعالیت های پژوهشی مستتر می باشد (به عنوان مثال هدفمند، نظاممند، روشمند، نتیجه گرا، مستند، نقدپذیر، و تعاملی بودن در فرایند پژوهش و نشر نتایج آن).

# Scholarship Reconsidered

❖ ارنست بویر در سال 1990 در کتاب تاثیرگذار خود دانشگاه ها را عرصه فعالیت های دانشی "**واجد کیفیت های پذیرفته شده آکادمیک**" می داند.



❖ به بیان دیگر فعالیت های دانشی تنها هنگامی که واجد کیفیت های پذیرفته شده آکادمیک (هدفمند، نظاممند، روشمند، نتیجه گرا، مستند، نقدپذیر، و تعاملی) باشند بر ازنده دانشگاه و شایسته اطلاق عنوان **دانش پژوهی** هستند.

# Scholarship Reconsidered



## Knowledge Creation

- ❖ Traditional Mode of Curiosity Based Research

+ Academic Qualities

## Scholarship of Discovery

- ❖ Systematic Research with Reliable and Valid (conclusion validity, internal validity, construct validity and external validity) results

# Scholarship Reconsidered

## Knowledge Management

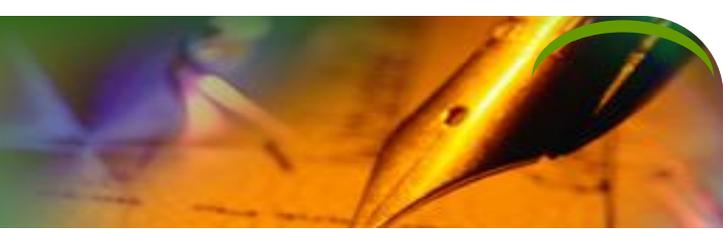
- ❖ Textbooks
- ❖ Review papers
- ❖ Web sites that integrate knowledge.

+ Academic Qualities

## Scholarship of Integration

- ❖ Systematic Reviews
- ❖ Meta-analyses
- ❖ Decision Analyses
- ❖ Clinical Practice Guidelines
- ❖ Economic Evaluations
- ❖ Health Technology Assessments

# Scholarship Reconsidered



## Knowledge Transfer

- ❖ Endeavors for improvement in quantity and quality of learning

+ Academic Qualities

## Scholarship of Teaching

- ❖ Systematic and evidence based initiatives and change projects based on formal needs assessments and with evaluations to assure improved outcomes

# Scholarship Reconsidered

## Knowledge Application

+ Academic Qualities

## Scholarship of Application

- ❖ Clinical Services
- ❖ Public Health Services
- ❖ Administration
- ❖ Policymaking

- ❖ Evidence Based Clinical Practice
- ❖ Evidence Based Public Health
- ❖ Evidence Based Administration
- ❖ Evidence Based Policy Making

# Boyer's next breakthrough (1996)



## ❖ 1990 Four scholarships:

- **Discovery** -new knowledge
- **Integration** -connecting with other perspectives or contexts
- **Application** -using knowledge to help solve practical problems
- **Dissemination** -'sharing knowledge'

## ❖ 1996 Fifth scholarship:

- **Community Engagement**

# Differentiating SOTL from other Types of Scholarship

LOGO

✘ Writing a Text Book (SOI)

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- ✘ Using a New Surgical Method in The Operating Room of An Educational Hospital (SOA)

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- ✓ Writing a Study Book (SOTL)
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- ✘ Using a New Surgical Method in The Operating Room of An Educational Hospital (SOA)
- ✓ Using a New Technique of Demonstrating Surgical Operations for Medical Students (SOTL)

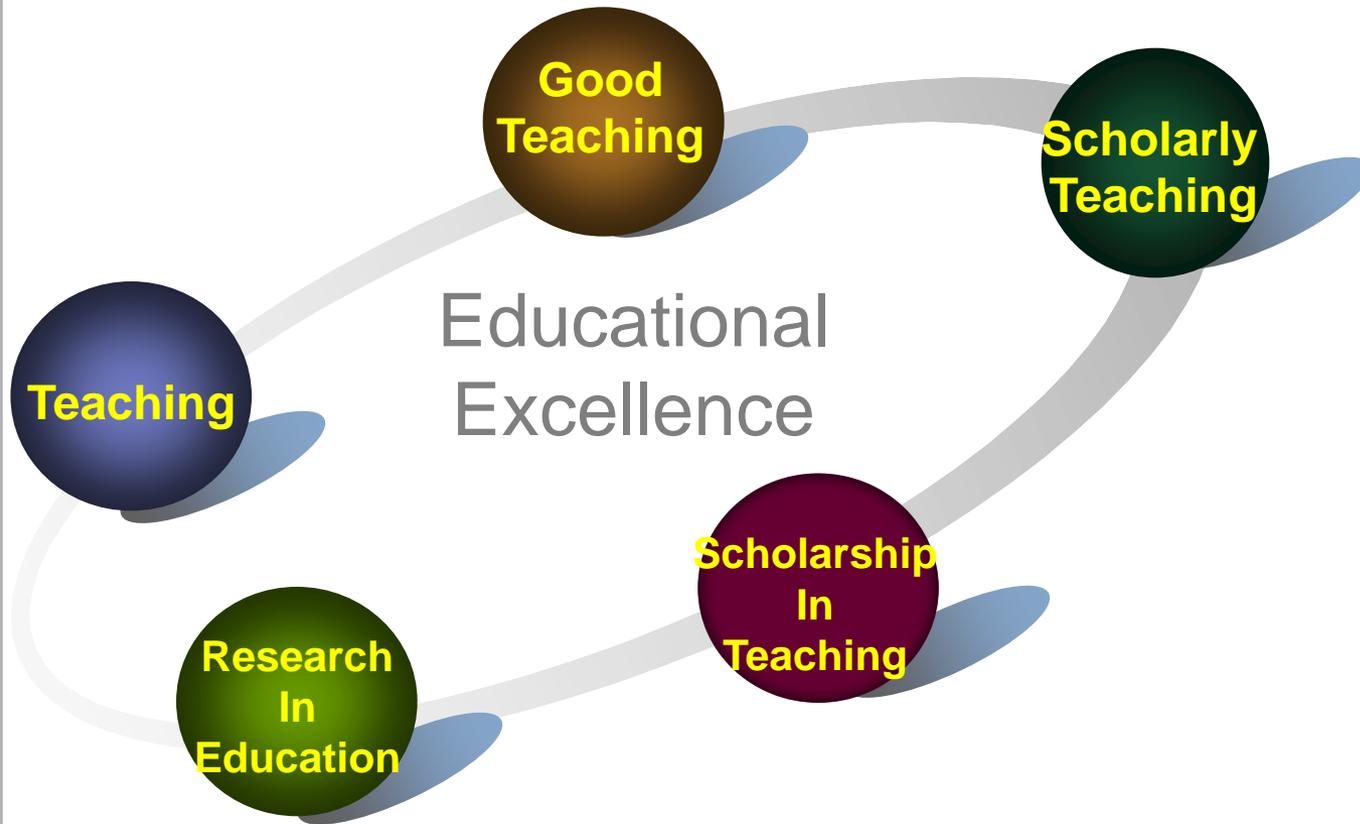
# Categories of Scholarship in Medical Education

LOGO

## ❖ **Scholarship of Education**

- Curriculum development
- Teaching
- Assessment of Learner Performance
- Advising/mentoring
- Ed. leadership/administration

# Educational Excellence



# Teaching, Scholarly Teaching & Scholarship in Teaching



- ❖ **Teaching** and **Scholarly Teaching** directly affects student learning.
- ❖ In contrast, the **Scholarship of Teaching** goes beyond impacting the learner and has the potential to impact the field.

# Teaching, Scholarly Teaching & Scholarship in Teaching



❖ *Scholarly teaching* involves an understanding of current principles of teaching and learning and the application of these principles to one's practice

i.e., Goal of “Engagement” = to understand ‘best practices’

# Scholarship of Teaching

- ❖ *Scholarship of teaching* requires a “product” that is presented on a platform that can be peer reviewed for quality and publicly disseminated for others to learn from or build upon, i.e., move the field of education forward.

i.e., Goal of “Engagement” = to build shared platform

# Differentiating SAT from SOTL



- ✘ Replicating the Best Practice in Pathology Education (SAT)

# Differentiating SAT from SOTL



- ✘ Replicating the Best Practice in Pathology Education (SAT)
- ✘ Performing UME Educational Reform in SBUMS Based on Current Best Evidences (SAT)

# Differentiating SAT from SOTL



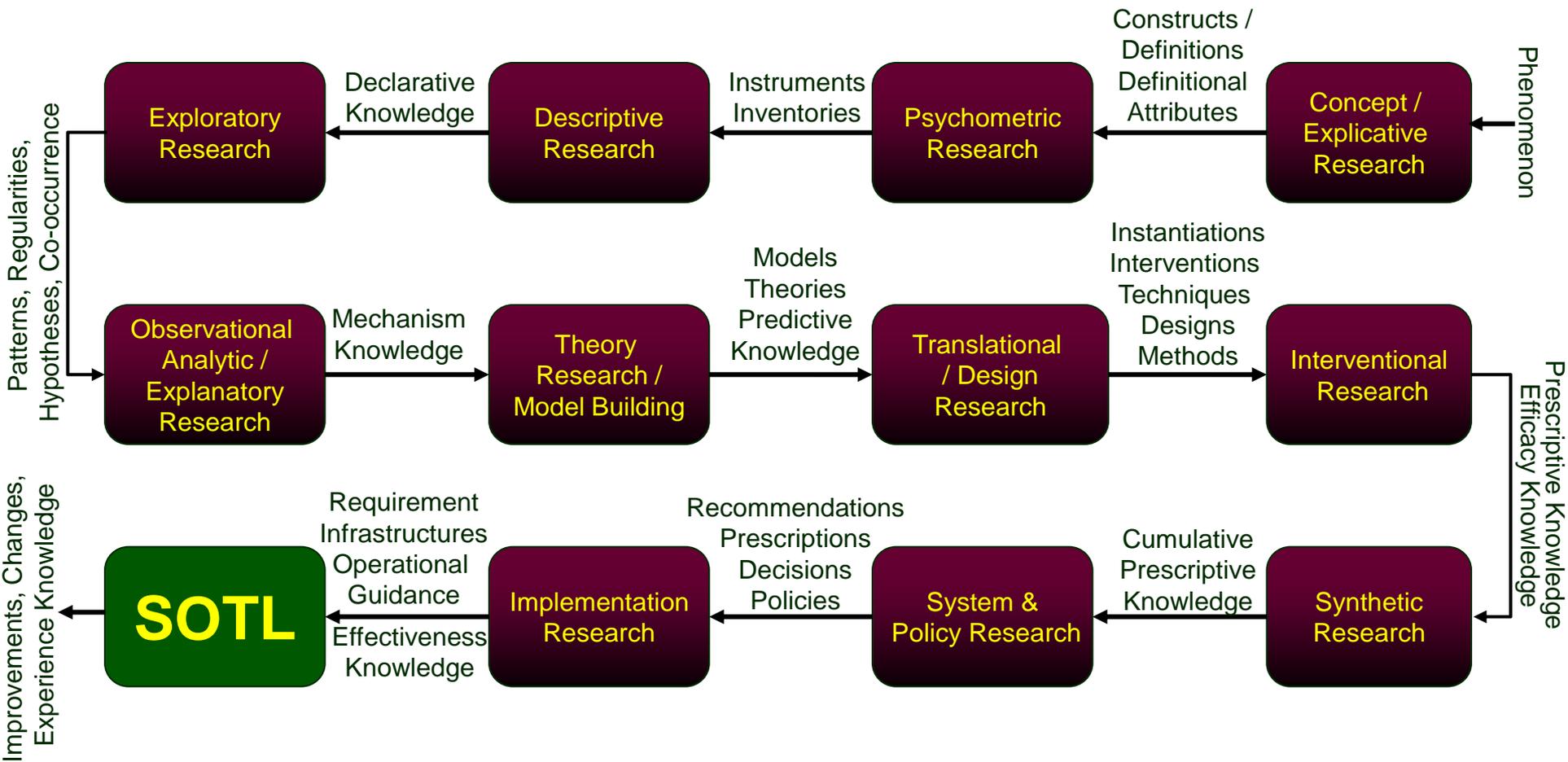
- ✘ Replicating the Best Practice in Pathology Education (SAT)
- ✘ Performing UME Educational Reform in SBUMS Based on Current Best Evidences (SAT)
- ✓ Publishing The Results of UME Educational Reform in SBUMS as a Experience Book (SOTL)

# Educational Research



- ❖ **Educational research** matches up quite well with Boyer's scholarship of discovery.
- ❖ In educational research, generating new knowledge and reproducible results using research methodologies, theoretical frameworks, empirical studies, and control groups are the main focus

# Scholarship of Teaching and Learning



# Differentiating SOTL from Educational Research



- ✘ Published Results of A Survey on Medical Students about Attitude Toward PBL (Ed. Res.)

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- ✘ Published Results of An Interventional Research To Study Effectiveness of PBL Compare To Lecture (Ed. Res.)
- ✓ Published Results of An Action Research About Customized Implementation of A PBL Curriculum (SOTL)



**Thank You !**

**Any Question ?**