Short Description: In recognition of the AAMC GEA Consensus Conference on Educational Scholarship held 10 years ago, this session will explore the maturing conceptual landscape of scholarship in medical education, with a special focus on the relationships between two paradigms that seem to have emerged in the field of medical education: educational research and educational scholarship. Using the lens of Bolman and Deal’s four frames of organizational functioning (structural, human resource, political, cultural/symbolic), we will compare and contrast the most common types of perceived barriers to ‘best practice’ within each paradigm and potential strategies to overcome them.

Presenters:

Boyd Richards, PhD, is Professor of Medical Education at Columbia University and Director of the Center for Education Research and Evaluation. He helped lead the 2006 AAMC Consensus Conference on Educational Scholarship (4) and has subsequently been a frequent contributor to national, regional, and school-level discussions on the topic.

Dorene Balmer, PhD, is the Director of Research on Pediatric Education at The Children’s Hospital of Philadelphia, University of Pennsylvania Perelman School of Medicine. Dr. Balmer has over 10 years of experience as a qualitative researcher in medical education, and supports diverse scholarly activities of faculty members in her current role.

Jorie M Colbert-Getz, MS, PhD is the Director of Medical Education Research at the University of Utah School of Medicine and Assistant Professor in Internal Medicine. She has seven years of experience collaborating with faculty members along the UME-CME continuum on scholarly pursuits.

Satid Thammasitboon, MD, MHPE, is the Associate Director for the Center for Research, Innovation, Scholarship in Medical Education, Chair of the Resident Scholarship Program at the Texas Children’s Hospital, Baylor College of Medicine, and Associate Professor in Pediatric Critical Care Medicine. He has over 10 years experience as a clinician-educator/researcher in evidence-based medicine, critical thinking, and mentoring and faculty development.

Session Plan:

1. [10] Presenters summarize the ‘conceptual landscape of ‘scholarship’, emphasizing the maturing distinction between ‘research’ (scholarship of discovery) and ‘educational scholarship’ (scholarship of integration, application, teaching). As a comprehension check, the presenters ask participants to classify a common of short vignette as research or educational scholarship.

2. [20] Presenters introduce Bolman and Deal’s four frames of organizational functioning and ask participants in small groups to analyze a handout containing a matrix of possible barriers to effective research and educational scholarship, organized using the four frames. Groups identify most common barriers and propose additional barriers as needed.

3. [15] In TBL-style intra- and inter-group problems-solving discussions, participants select viable strategies for overcoming barriers associated with the vignettes presented above.

4. [15] Presenters facilitate a large-group discussion of major lessons learned about how perceived barriers and potential strategies contribute to a larger conversation about the quality of educational research and educational scholarship today and their respective influence on educational practice. A
focus of this discussion will be the relative value of practice-based approaches (more common in the US) compared to a more theoretical-based approaches (more common in Canada and some other countries).

(If we have 75 minutes, the plan will be to add more time to the last two discussions.)

Outcome: Presents will summarize the emergent conceptual framework of scholarship, educational research and educational scholarship into a document suitable for submission to Academic Medicine as either an AM Last Page or Perspectives manuscript.

References:
4. Cook DA1, Beckman TJ, Bordage G. 2007 Quality of reporting of experimental studies in medical education: a systematic review
5. Cook DA1, Bordage G, Schmidt HG. 2008 Description, justification and clarification: a framework for classifying the purposes of research in medical education.

Focus of Presentation: Continuum
Level of Audience: Mid-career

PRESENTER: Boyd Richards

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