

Fundamentals of Educational Scholarship Course Emory Johns Creek

Goal of Course: The overall goal of the *Fundamentals of Educational Scholarship* course is to provide educators from across the health science disciplines with the skills to develop and implement a small-scale educational research project that can be completed in a six-month period.

Overarching Objectives: By participating in this course learners will be able to:

- Articulate an answerable question about their education activities.
- Identify feasible methods to answer that question.
- Develop a timeline and set of next steps to guide their project over the next 6 months.
- Implement a project over a 6-month period and present results to date at the end of that time.

Participants: Course participants will comprise 12-15 health care educators from multiple disciplines (e.g., nursing, pharmacy, physical therapy, medicine) who practice at Emory Johns Creek Hospital. It is anticipated that participants will have limited experience conducting educational research. Participants will work in dyads or small groups to identify, plan and execute an educational research project.

Format: The course is comprised of four 1½ hour sessions, spread over 6-8 weeks. Each session is held over Zoom and includes both a didactic component as well as a small group discussion. In order to advance their projects, participants are expected to complete intersession work between the didactic sessions. Check-in sessions will be offered monthly and individual consultations as needed over the six months following the four group sessions to offer advice and support. A final capstone session will be held approximately six months after the fourth session as an opportunity for participants to share their project accomplishments.

Session 1: Articulating an Answerable Question

In Session 1, Boyer's Model of Scholarship is introduced. Participant are guided through the process of problem identification, needs assessment, conceptual frameworks, and the development or identification of an educational intervention. During the small group discussion, participants share their preliminary ideas (preliminary study question, population, intervention, outcome) and receive feedback from other members of the group.

Learning Objectives: By the end of the session, participants will be able to:

- Define the scholarship of teaching and learning (SOTL) and distinguish it from classic research
- Describe Boyer's Model of Scholarship
- Recognize the need to place one's study question in the context of existing knowledge
- Describe the role of conceptual models in educational research.
- Articulate a preliminary study question.
- Articulate a preliminary educational intervention.

Intersession Assignment: Develop a concise question for the next session

Session 2: Refining the Research Question: This session builds on work done in the first session and between sessions; participants are guided through an example of refining a preliminary research question based on needs assessment, literature review, and choosing a conceptual framework. Participants take part in a structured “consulting” activity in which they provide feedback to each other and small group time is used to carefully refine current research questions. By the end of the session participants will be able to:

- Describe the ways that needs assessments and literature searches inform research questions in health professions education
- Choose a conceptual framework that helps to develop a clear research question
- Identify the necessary components of a clear research question

Intersession Assignment: Outline an educational intervention to be studied

Session 3: Identifying a Feasible Design and Methods

In Session 3, quantitative and qualitative research methods are introduced, and the pre/post study design is presented as one example of a quantitative approach. During the small group discussion, participants share their current research question as well as ideas about their research approach (quantitative, qualitative, mixed methods), research design, and possible data collection tools.

Learning Objectives: By the end of the session participants will be able to:

- Distinguish between quantitative and qualitative methods
- Identify basic approaches to studying educational experiences (e.g., quantitative, qualitative, mixed methods)
- Articulate preliminary research design
- Describe possible data collection tools

Intersession Assignment: Decide what data will be collected and with what tool for the next session

Session 4: Analyzing Data and Developing a Project Plan

In Session 4, basic statistical concepts including types of quantitative data (categorical, scalar), descriptive statistics, statistics for comparison of groups, and graphical data representations are introduced. An overview of qualitative data collection and analysis is also provided; as is information for developing a project plan (timeline, project management tools). During the small group discussion, participants discuss the current status of their projects and next steps needed to finalize a plan and get started.

Learning Objectives: By the end of the session participants will be able to:

- Describe proposed data to be collected.
- Articulate basic approaches to analyzing simple data.
- Identify resources to help with data analysis.
- Understand the definition of human subject research and when IRB approval is needed
- Develop a project plan for the implementation of an educational research study.

Monthly check-in sessions: Scheduled meetings monthly with program faculty to provide input and support to participants' projects. Additional meetings can be arranged on an as-needed basis.

Capstone Session: Celebrating Your Successes

A Capstone Session will be held approximately six months after Session 4 as an opportunity for participants to present their projects to each other and hospital leadership and receive feedback on their efforts.

Course Dates/Times: Tuesdays from 4-5:30pm

February 21, 2023

March 21, 2022

April 18, 2023

May 16, 2023

Capstone presentations: TBD

Course Evaluation: Course faculty will ask that participants participate in an evaluation of the course, which may include assessments after each session, at the conclusion of the course, and six and/or 12-month follow-up.