

Documenting Web-Based Learning Modules as Scholarly Activity for Promotion

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DESCRIPTION OF THE PROBLEM

In Boyer's [1] 1990 work *The Scholarship of Teaching*, he focused on the importance of recognizing that teaching in itself is scholarship. In 2000, Glassick [2] expanded on Boyer's initial theories and provided a framework to view scholarship in teaching, requiring three criteria for teaching to be considered scholarship [2]:

- "The work must be made public."
- "The work must be available for peer review and critique according to accepted standards."
- "The work must be able to be reproduced and built on by other scholars."

Although Boyer's and Glassick's work focused on undergraduate education, this concept has also been applied to medical education [3]. Over the past 10 years, changes in the pedagogical framework in medical education have resulted in a greater emphasis on "flipped-classroom" models [4]. This, in turn, has resulted in the development of enduring learning objects (ELOs) to supplement educators' in-person teaching. Educators are creating various electronic resources (websites, apps, interactive modules) that are being implemented within the medical curriculum to replace standard lecture-based teaching [4]. Many of these

efforts have transformed the learning environment for medical students in a positive direction. However, it can be a challenge to adequately document ELOs in an educator's academic portfolio to be considered for promotion [5,6].

Many medical schools around the country have implemented a clinical educator track in which physician educators can focus on education as a primary area of excellence [3]. The metrics with which excellence and scholarship in education are gauged may vary from institution to institution, but the classic basic currency for promotion is student-teacher face time, student evaluations, awards for excellence in teaching, committee membership or leadership, presentations outside the home institution, and peer-reviewed publications [6,7]. Given the changing landscape of teaching, with less face-to-face time and more innovative technology-based teaching methods, this currency is also changing [4].

For the purposes of promotion in education, it is important that ELOs be considered valid contributions to a dossier with documentation of their impact [4]. A publically displayed ELO has a greater potential reach than a traditional lecture by a teacher to a group of students in a classroom. For educators who create websites as ELOs, it is possible to gather user data that can be collated and

displayed as a confirmation on the scope of impact of the website. These data can then be used as supplemental support for one's academic portfolio and promotion. We present an example of an online curriculum that was used to document scholarly activity for promotion.

CASE STUDY: WHAT WAS DONE

The lead author transformed a traditional lecture-based curriculum into a web-based learning module to teach medical students about neuroradiology. To accomplish this goal, she created a website using Google Sites, available through her academic institution [8]. She chose to use Google Sites because it was free, it was user friendly, and she did not have to rely on a computer programmer to edit or add content. One can independently create a free website using Google Sites without going through an academic institution directly through the Google Sites page [9].

When starting to build the site, the author initially focused on content and layout. She soon realized the importance of accessing and gathering analytic data. Under the Settings button of a Google Sites website (Fig. 1), one can choose to manage settings within the site under the tab Manage Site. Once on the Manage Site page, the site creator can determine access to the

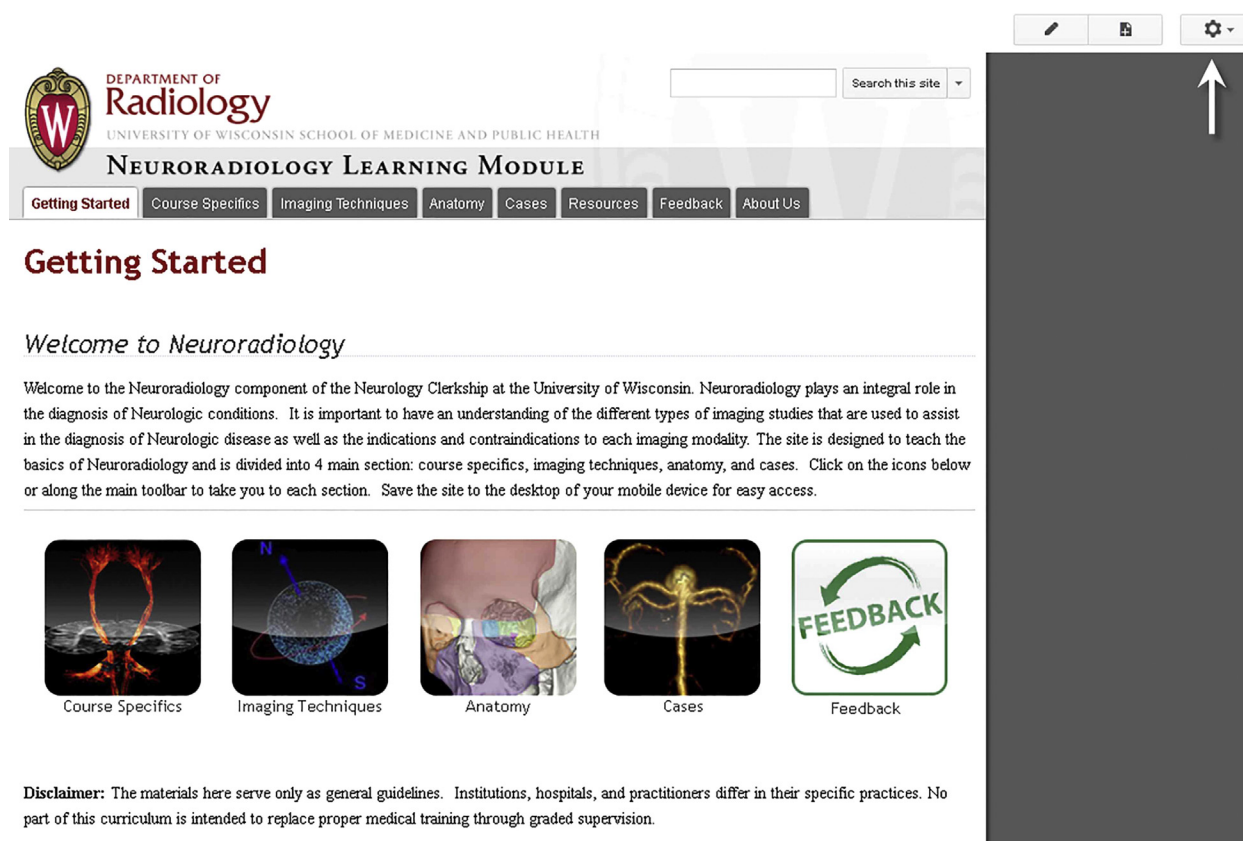


Fig 1. Screenshot of the home page from a website created on Google Sites highlighting the location of the settings button (white arrow), from which a user can choose the Manage Site tab.

site as well as turn on statistics. Under the Access tab, the site creator can determine privacy settings for the site

and establish whether the site should be open to the public or have restricted access (Fig. 2). The author

elected to have the site be open to the public to have greater reach beyond her home academic institution.

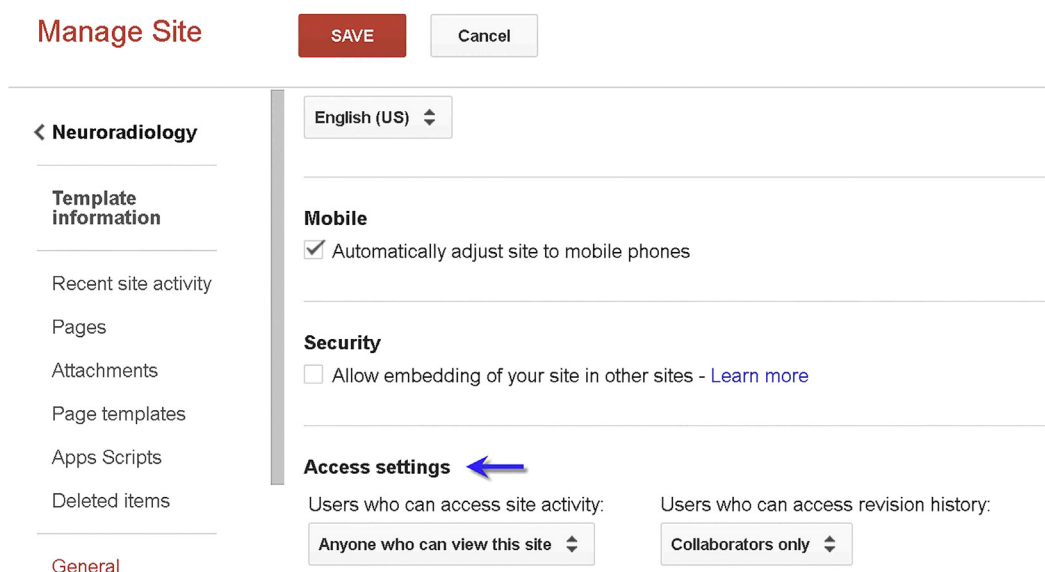


Fig 2. Screenshot of the Manage Site page on a website created on Google Sites highlighting the Access settings tab (blue arrow).

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