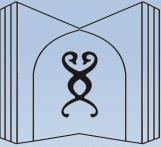
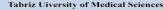
Glassick's criteria for an educational scholarship

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Tabriz Medical Education Research Center

Learning objectives



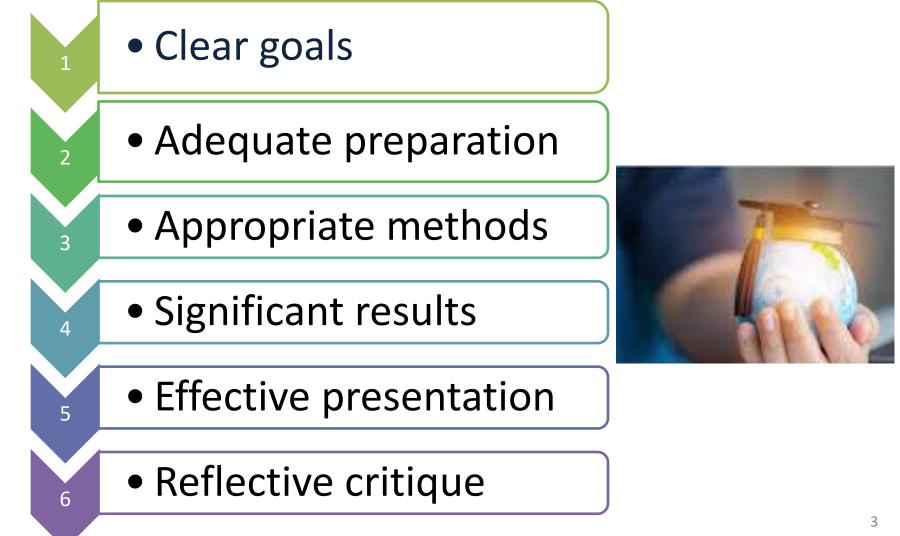
1.Discuss the importance of fulfilling Glassick's criteria in an educational scholarship

2. Differentiate a scholarly teaching and an educational scholarship

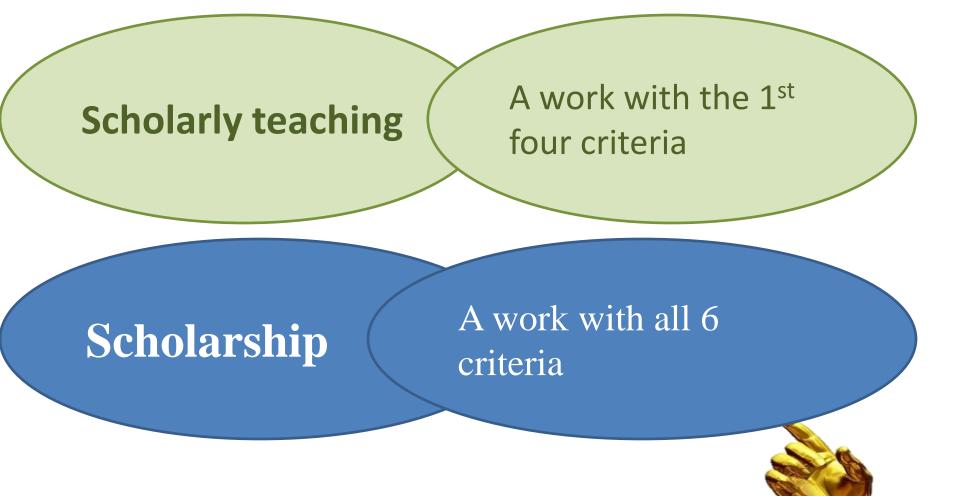
3. Criticize the tips to fulfill each Glassick's criterion in an educational scholarship

 Describe your plan for conducting or planning a good educational scholarship

Glassick's 6 criteria for an educational scholarship



Difference between a scholarly teaching and an educational scholarship



4

1- Clear goals(... to be continued)

An important problem

Necessity of conducting the project justified with upstream documents

Non-research goal and objectives



Clear, realistic and attainable goals

1- Clear goals

The generality of the problem

Necessity of inter-departmental and inter-disciplinary problem solving

Outlook of the project

Process-oriented or outcome-based goals

2-Adequate preparation

Knowledge of previous activities (by reviewing both national and international literature) in the desired field

Not referring to the lack of previous similar activities in the desired field , but using the practical points of learning and teaching theories

Having the necessary skills to perform the desired activity

Providing the resources(human, physical, fiscal, ...) needed to perform the desired activity in advance

A literature review which is not research -oriented

Summarizing lessons learned from previous studies in a table

3- Appropriate methods

Appropriate and logical method to perform the desired activity (not necessarily a new method)

Changing the method if needed

Real and effective use of that method

Flexibility, and even redesigning the activity if needed

Trying to increase the credibility and trustworthiness of the results

4- Significant results

In line with the goal and objectives ;and including the results related to all of them(in text, tables or graphs, even comparative ones)

Results indicating of the problem has been solved

Results leading to stimulation of the learning and teaching

Creating new horizons for further studies

Adding to existing knowledge in that area

5- Effective presentation

Holding a pertinent workshop

Oral or poster presentation at congresses



Publishing an article

Sharing the scholarship in the council of the department or faculty

Uploading the scholarship and its results on the website of the department, faculty or personal web pages

Written communications with other universities

6- Reflective critique

Scholars' thinking and reflection, for, in , and on action

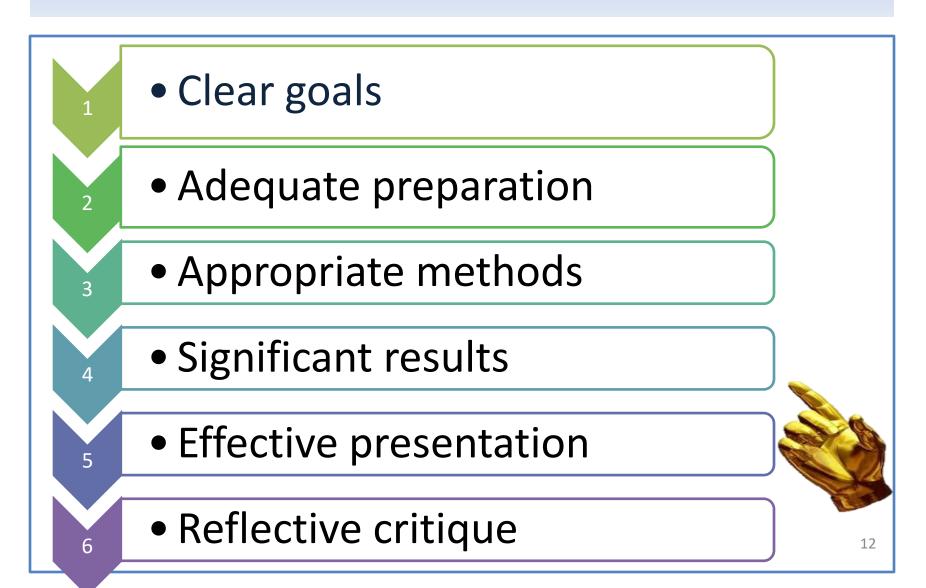
Using the views ,opinions of others about the scholarship and taking into account their constructive feedback

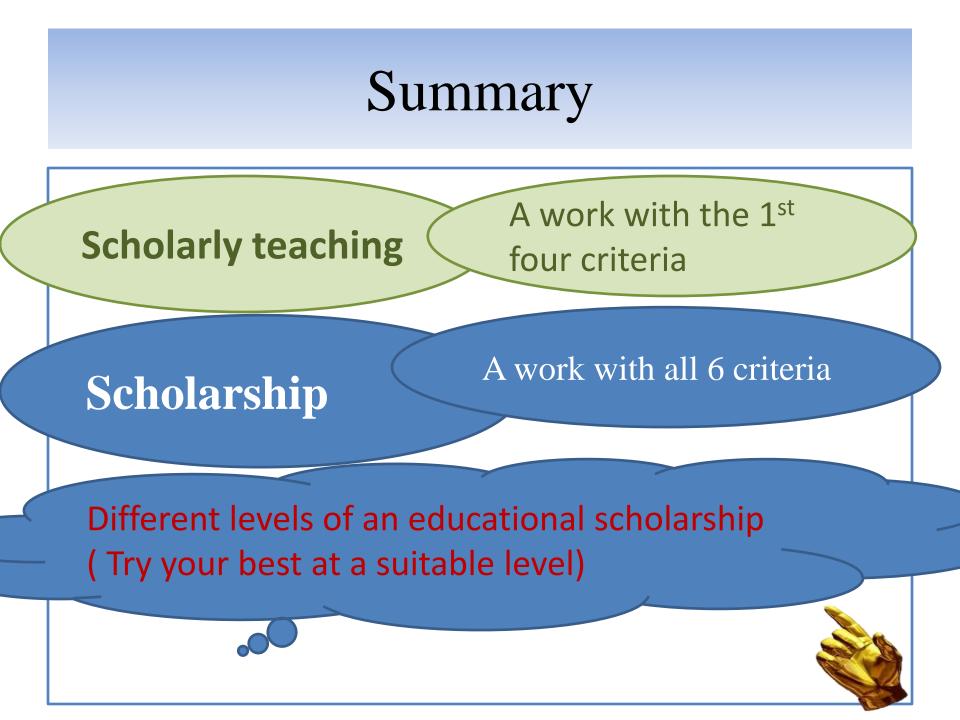
Lessons learned from reflections and feedback

Actions taken to improve the quality of work

Using the results of those evaluations to improve future activities

Summary





References

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- 4) Kern B, Mettetal G, Dixson M, Morgan RK. The role of SoTL in the academy: Upon the 25th anniversary of Boyer's Scholarship Reconsidered. Journal of the Scholarship of Teaching and Learning. 2015; 5:1-4.
- 5) O'Brien M. Navigating the SoTL landscape: A compass, map and some tools for getting started. International Journal for the Scholarship of Teaching & Learning. 2008;2(2).
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Really appreciate your attention.