


EDP Educator Development Program VANDERBILT School of Medicine

"Developing Your Educator Portfolio"



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Acknowledgements

- **"Transforming Teaching Into Scholarship."** Charlene Dewey, MD, MEd, FACP and Teri Turner, MD, MPH, M.Ed. Academic Pediatrics Association Annual Meeting, New Orleans, LA. 2006.
- **"The Educator Portfolio: To Vanderbilt and Beyond."** Charlene M. Dewey, M.D., M.Ed., FACP, Sandi Moutsios, M.D., FAAP, FACP, John S. Penn, Ph.D. and Joshua C. Kent, 2013.

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Conflict of Interest

Charlene Dewey has NO financial relationships to disclose.

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Goals

- The purpose of the session is to review the process of developing educational scholarship and outline criteria for the educator portfolio.

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Objectives

During the session participants will:

1. Compare and contrast teaching activities, scholarly work and scholarship.
2. List three P's of scholarship.
3. Identify key activities in a VUMC educator portfolio.
4. Practice entering a teaching activity in the e-portfolio.

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Agenda

1. Introduction
2. Teaching, scholarly work and scholarship
3. Documentation
4. Vanderbilt's electronic portfolio
5. Summary

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Ground Rules


- Reflection
- Document & plan
- Experience helps everyone
- Respectful sharing
- Worksheets
- Q&A

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Introductions


- Facilitators
- Participants
 - Name & department
 - Main area of teaching interest or focus
- Do you have a teaching portfolio?



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Road to Scholarship



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Definitions

Scholarly Approach:
“Faculty take a scholarly approach when they systematically design, implement, assess, and redesign an educational activity drawing from the literature and “best practices” in the field.”

Scholarship:
“Faculty engage in educational scholarship by both drawing upon resources and best practices in the field and by contributing resources to it.”

Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship. Scholarship Consensus Conference 2007.
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Definitions

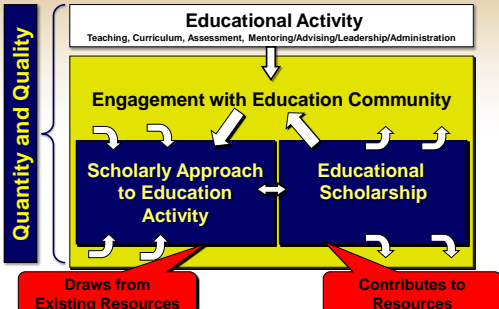
Evidence of Quantity:
“Descriptive information regarding the types and frequencies of educational activities and roles.”

Evidence of Quality:
“Evidence that activities achieve excellence using comparative measures, when available.”

Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship. Scholarship Consensus Conference 2007.
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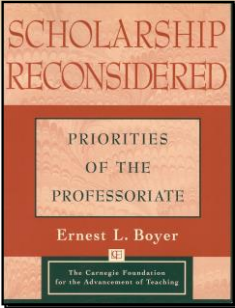
Scholarly Approach & Scholarship



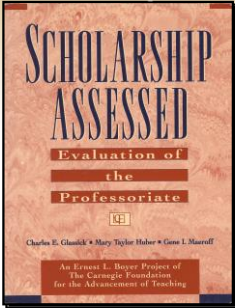
Adapted from Fincher 2009.
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Vision of Scholarship



Boyer EL. *Priorities of the Professoriate*. 1990



Glassick et al. *Scholarship Assessed*. 1997

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Glassick

Six Criteria of Quality Scholarship:


1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Significant results
5. Effective presentation
6. Reflective critique

Glassick et al. *Scholarship Assessed*. 1997
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AAMC

Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship 2007



AAMC Five Categories of Educational Activities

1. Teaching
2. Curriculum
3. Advising/Mentoring
4. Educational Administration/Leadership
5. Assessment of Learner Performance


Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship. Scholarship Consensus Conference 2007. At: https://services.aamc.org/publications/index.cfm?fuseaction=Product.displayForm&prod_id=196&prv_id=237

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To Be Scholarly:

- Peer reviewed
- Tied directly to special field of knowledge
- Accountable (evaluation)
- Made public
- Reproducible

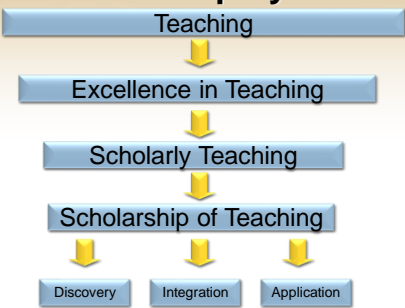


Hatchings and Schulman Change 1999
"Transforming Teaching into Scholarship." Charlene Dewey, MD, MEd, FACP and Teri Turner, MD, MPH, M.Ed. Academic Pediatrics Association Annual Meeting, New Orleans, LA 2006.

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Scholarship Pyramid



Ruth-Marie E Fincher & Janis A Work. Perspectives on the scholarship of teaching. MEDICAL EDUCATION 2006; 40: 293-295
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Test of Scholarship

Demonstrates the "3 P's":

- Product** that can be reproduced and built upon
- Peer reviewed**
- Publicly** disseminated

- Innovative, contributes & advances the field

Fincher, RM. Hazinski Lecture: Valuing Education – the Core Mission of Academic Medical Centers. February 2009
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The 3 Phase Model: Worksheet Activity



Phase 1: Educational Activities	Phase 2: Scholarly Approach	Phase 3: Scholarship
Clearly describe what I do <i>(where, when, and how)</i>	Collect data to improve what I do	Share findings – to improve what <u>we</u> do

Haffer, Fincher, Lovejoy and Morzinski AAMC 2005

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Developing the Portfolio: Documentation





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Documentation


- Keep everything (schedules, meetings, e-mails, cards and letters from your learners)
 - Word/Mac file
 - File draw
 - Email folder
- **ALWAYS** have some form of evaluation
- Periodically get peer reviewed
- Update systematically (every 3-6 months or crunch time)
 - CV
 - Educator portfolio



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Departmental Requirements



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Documentation of Teaching

Vanderbilt School of Medicine
Documentation of Teaching Form

This form is completed and sent with nominations for appointments, promotions and tenure which are to be submitted to the committees on faculty appointments and promotions. It is important that teaching data (plus a narrative letter) only those activities which apply to the activities of the candidate should be completed. Some entries should reflect the period of teaching contributions over the past five years. Highlight or use circles to mark appropriate entries.

A. SEPARATE TEACHING COURSES:

Course Title	Professor or Instructor	Section	Year	Number of Learners	Quality

B. INTEGRATED TEACHING COURSES:

Course Title	Professor or Instructor	Section	Year	Number of Learners	Quality

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Documentation Teaching: Quantity & Quality


Role	Yr(s)	Quantity	Number Learners	Quality
Family Medicine Clerkship				
Seminar Leader	1997-	~19 hr/ year	8-12/ rotation; 8 rotations/ year	'05-06: "Effective seminar leader" Mean = 5.41 (7-point scale)*

*Give comparative ratings for each year; provide comparative ratings with peers if possible
Ruth-Marie E. Fincher, M.D., MACP. Hazinski Lecture Feb 2009

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Vanderbilt's e-Portfolio



<https://login.vanderbilt.edu/mc/eduport/eduport2/medapps.mc.vanderbilt.edu/2/eduport2/TeachingActivities>

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Single Sign-on

Enter VUNetID and e-Password

Vanderbilt Single Sign-on grants you access to a number of web applications with a single login. Before you leave this computer, be certain to log out of Single Sign-on by clicking the Log Out button and following any instructions that may appear on a pop-up confirmation screen. Alternatively, you can log out to empty storage at web browsers. Note: Navigating away from the web page does not log you out of Single Sign-on. By taking these steps you ensure the security and privacy of data important both to you and to Vanderbilt University.

Warn me before logging me into other sites.

LOGIN clear

VUNetID and e-Password are required. If you have login difficulties, please email at a small address to mededu@vanderbilt.edu whenever the problem. For security reasons, quit your web browser when you are done accessing services that require authentication!

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About The Educator Portfolio

ACTIVITIES OF AN EDUCATOR PORTFOLIO

1. TEACHING ACTIVITIES
2. TEACHING EVALUATIONS
3. TEACHING AWARDS
4. MENTORING AND ADVISING
5. CURRICULUM DEVELOPMENT
6. LEADERSHIP AND ADMINISTRATION
7. SCHOLARLY APPROACH TO EDUCATION
8. PRODUCTS OF EDUCATIONAL SCHOLARSHIP
9. ARTIFACTS

Each of these components may be included in the portfolio of a veteran teacher, but each is not necessarily engaged in all of these activities. Complete only those parts of the portfolio that reflect your educational work. Look through the portfolio and characterize your past and current activities in the categories listed.

The Educator Portfolio categories 7 and 8, Scholarly Approach to Education and Products of Educational Scholarship, are relevant to your portfolio. Both categories are relevant to your portfolio. If your portfolio does not reflect educational scholarship, consider how you might develop it.

This instrument is designed with the expectation that you will update your Educator Portfolio on a regular basis. As you document your activities and accomplishments, think about any new areas or activities you would like to explore in the future. This reflection will help you refine your teaching goals.

Don't Show This On Page Load

Misses Learner Assessment

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Educator Portfolio: Dashboard

Welcome Charlene M. Dewey

Charlene M. Dewey, M.D.
Associate Professor (9/12/2007) of Medical Education & Administration
Initial Hire: 5/1/2007

Activities

Teaching Activities Last Entry: 12/9/2014	Teaching Evaluations No Entries	Teaching Awards Last Entry: 4/23/2014
Mentoring and Advising Last Entry: 9/29/2015	Curriculum Development Last Entry: 9/29/2015	Leadership and Administration No Entries
Scholarly Approach to Education No Entries	Products of Educational Scholarship No Entries	Artifacts No Entries

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Educator Portfolio: Teaching Activities

Teaching Activities for 2014-2015

Title	Location	Strategy	Learners	Contact Hours	Sessions
Professional Health and Wellness of Family (PH) Header Based School Professionalism & Wellness	Another University	Workshop	65	4	1
Teaching Tips for OB/GYN Vanderbilt Department of OB-GYN	Department	Didactic Lecture	40	1	1
Visiting Professionalism in Education: These activities/professionalism and one meeting as a consultant	Another University	Didactic Lecture	40	1	1
		Workshop	120	1	1

Summary

Choosing only one or two focal areas of teaching, provide a brief narrative describing the importance, creativity, innovation, and impact of your teaching activities.

I strive to bring evidence and theory to all teaching activities. My area of focus includes: faculty development, curriculum design and evaluation, professional, and professional health and wellness of faculty members. Using solid foundations to try to innovate and explore new avenues for teaching and building learners' knowledge, influencing their attitudes, perfecting their skills, and promoting their professional conduct and behaviors with learners, peers, staff, and patients.


Session evaluations are pending for this workshop and will be updated later.

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Practice

- Log into computer
- Please type into browser:
 - <https://medapps.mc.vanderbilt.edu/EduPort>
- Log in with VUNet ID
- Follow demonstration
- Practice



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Summary

During this session we:

1. Compared and contrasted teaching activities, scholarly work and scholarship.
2. Listed three P's of scholarship.
3. Identified key activities in a VUMC educator portfolio.
4. Practiced entering a teaching activity in the e-portfolio.

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Appendix



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Systematic Approach

Five Categories of Educational Activities	Strategies/Resources to approach systematically
Teaching:	Educational theory and classroom instruction, etc.
Curriculum:	Kern, Oliva, other models of curriculum design
Advising/ Mentoring:	Relationships, goals, timeline, reflections, outcomes/placement, etc.
Leadership:	Goals, timeline for self-development, use of best practices, assessments, reflections, etc.
Learner Assessment:	Type, methods used, intended outcomes, etc.

"Transforming Teaching Into Scholarship." Charlene Dewey, MD, MEd, FACP and Teri Turner, MD, MPH, MEd. Academic Pediatrics Association Annual Meeting, New Orleans, LA, 2006.

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Accountable (Evaluation)

- For each of your educational activities
- Use a systematic approach
 - "Start with the end in mind"
 - Kirkpatrick, Guskey or other model
- Correlates with learning objectives
- Select best method for educational activity
- Select the best assessment tool
 - Use existing tools or create your own
- Results should influence changes or revisions

"Transforming Teaching Into Scholarship." Charlene Dewey, MD, MEd, FACP and Teri Turner, MD, MPH, MEd. Academic Pediatrics Association Annual Meeting, New Orleans, LA, 2006.

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Example - Documentation

Descriptions of Quantity		Evidence of Quality—methods and results
Lecture-based Teaching in Graduate School and Medical School		
Y1-Y5 (present)	4 one-hr lectures/year in graduate school core curriculum course (average class size=60); prep time = 10 hours/lecture to update content and prepare to give lecture (~40 hrs of total prep time/year).	Generally positive reputation among students. Learners' ratings have averaged 5.5 on 7-point scale (See Appendix A).
Y1-Y5	16-20 one-hr lectures/year in pre-clerkship medical school course (average class size=160); prep time = 2-3 hours/lecture to update content and prepare to give lecture (~60 hrs of total prep time/year).	Received "End of Basic Sciences Award" (from medical students) twice Learner evaluations (requested from subgroup of students) for past three years = 5.5 to 6.0 (n = 50-75) and include many positive written comments (See Appendix A) Three lectures observed by an educator consultant; received written feedback (See Appendix B) Letter summarizing quality of teaching from course director (See Appendix B)

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Examples of Documentation

Examples:	Web Link
Baylor College of Medicine	http://www.bcm.edu/faced/excellenceaward/?PMID=0
Medical College of Wisconsin	http://www.mcw.edu/MedicalSchool/EducationalServices/FacultyDevelopmentResources/MentorProgram/DevelopingYourEducatorsPortfolio.htm
University of Michigan Medical School	http://www.med.umich.edu/medschool/faculty/portfolio.htm
Center for Teaching	http://cft.vanderbilt.edu/teaching-guides/reflecting/teaching-portfolios/

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