Educational Research

[Beattie DS (2000) Expanding the View of Scholarship: Introduction. Acad Med 75(9):871-6. PMID: 10995606](https://www.ncbi.nlm.nih.gov/pubmed/?term=Beattie+DS+(2000)+Expanding+the+View+of+Scholarship%3A+Introduction.+Acad+Med+75(9)%3A871-6.+PMID%3A+10995606)

This is a synopsis of Boyer’s four areas of scholarship (discover, integration, application, and teaching) and their use in assessing the contribution of medical school faculty to the academic mission.

[Bordage G and Dawson B (2003) Experimental study design and grant writing in eight steps and 28 questions. Med Educ 37(4):376-85. PMID: 10995606](https://www.ncbi.nlm.nih.gov/pubmed/?term=Bordage+G+and+Dawson+B+(2003)+Experimental+study+design+and+grant+writing+in+eight+steps+and+28+questions.+Med+Educ+37(4)%3A376-85.+PMID%3A+10995606)

This is a systematic approach to assisting in planning a study and writing a grant. The article stresses the importance of articulating the research question and designing the study to answer this.

[Fincher R-M E and Work JA (2006) Perspectives on the scholarship of teaching. Med Educ 40(4):293-5. PMID: 16573663 DOI: 10.1111/j.1365-2929.2006.02404.x](https://www.ncbi.nlm.nih.gov/pubmed/?term=Fincher+R-M+E+and+Work+JA+(2006)+Perspectives+on+the+scholarship+of+teaching.+Med+Educ+40(4)%3A293-5.+PMID%3A+16573663+DOI%3A+10.1111%2Fj.1365-2929.2006.02404.x)

This brief article stresses the importance of Boyer’s scholarship of teaching and how it utilizes the other areas of discovery, integration, and application.

[Glassick CE (2000) Boyer’s expanded definitions of scholarship, the standards for assessing scholarship, and the elusiveness of the scholarship of teaching. Aca Med 75(9):877-80. PMID: 10995607](https://www.ncbi.nlm.nih.gov/pubmed/?term=Glassick+CE+(2000)+Boyer%E2%80%99s+expanded+definitions+of+scholarship%2C+the+standards+for+assessing+scholarship%2C+and+the+elusiveness+of+the+scholarship+of+teaching.+Aca+Med+75(9)%3A877-80.+PMID%3A+10995607)

This is a summary of the work of the Carnegie Foundation for the Advancement of Teaching and Lee Shulman on the scholarship of teaching.

[Hodges BD & Kuper A (2012) Theory and practice in the design and conduct of graduate medical education. Acad Med, 87(1):25-33. PMID: 22042213 DOI: 10.1097/ACM.0b013e318238e069](https://www.ncbi.nlm.nih.gov/pubmed/?term=Hodges+BD+%26+Kuper+A+(2012)+Theory+and+practice+in+the+design+and+conduct+of+graduate+medical+education.+Acad+Med%2C+87(1)%3A25-33.+PMID%3A+22042213+DOI%3A+10.1097%2FACM.0b013e318238e069)

This is a review of three different types of education theories (bioscience, learning and sociocultural) and how they can inform graduate medical education.

[O’Sullivan PS and Irby DM (2011) Reframing research on faculty development. Acad Med 86(4):421-8. PMID: 21346505 DOI: 10.1097/ACM.0b013e31820dc058](https://www.ncbi.nlm.nih.gov/pubmed/?term=O%E2%80%99Sullivan+PS+and+Irby+DM+(2011)+Reframing+research+on+faculty+development.+Acad+Med+86(4)%3A421-8.+PMID%3A+21346505+DOI%3A+10.1097%2FACM.0b013e31820dc058)

This is an analysis of how research on faculty development can be enlightened by research in related fields (e.g. teacher education, quality improvement, continuing medical education, and workplace learning). The authors present an expanded model of faculty development that focuses on the faculty development community and the workplace community.