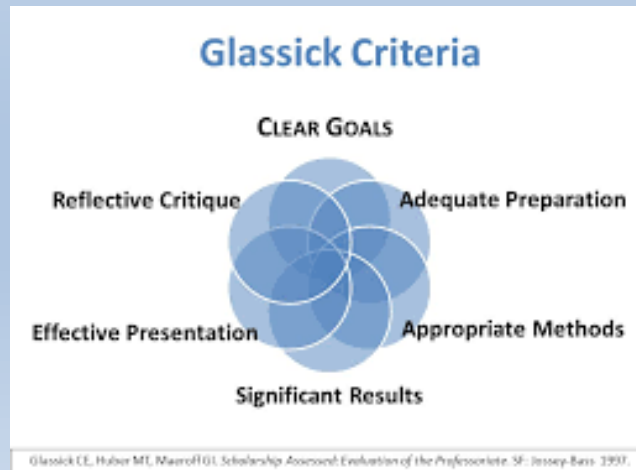


# Glassick's criteria for an educational scholarship

Dr Ghaffarifar S, M.D, M.M.Ed, D.H.E.P  
Associate professor of Medical Education  
Tabriz University of Medical Sciences



# Learning objectives

After this presentation, you will be able to:

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

4. Describe your plan for conducting or planning a good educational scholarship

# Glassick's 6 criteria for an educational scholarship

1

- Clear goals

2

- Adequate preparation

3

- Appropriate methods

4

- Significant results

5

- Effective presentation

6

- Reflective critique



# Difference between a scholarly teaching and an educational scholarship

**Scholarly teaching**

A work with the 1<sup>st</sup>  
four criteria

**Scholarship**

A work with all 6  
criteria



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

An important problem

Necessity of conducting the project justified with upstream documents

Non-research goal and objectives

Inclusiveness of the goal

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

1

- Clear goals

2

- Adequate preparation

3

- Appropriate methods

4

- Significant results

5

- Effective presentation

6

- Reflective critique



# Summary

**Scholarly teaching**

A work with the 1<sup>st</sup>  
four criteria

**Scholarship**

A work with all 6 criteria

Different levels of an educational scholarship  
( Try your best at a suitable level)



# References

- 1) Felten P. Principles of good practice in SoTL. Teaching and learning inquiry. 2013; 1(1):121-5.
- 2) Bernstein JL. Unifying SoTL methodology: Internal and external validity. Teaching & Learning Inquiry. 2018; 6(2):115-26.
- 3) Geertsema J. Academic development, SoTL and educational research. International Journal for Academic Development. 2016; 21(2):122-34.
- 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).
- 6) Potter MK, Kustra E. The relationship between scholarly teaching and SoTL: Models, distinctions, and clarifications.

7) جلیلی محمد، میرزازاده عظیم، جعفریان علی. بسط مفهوم دانش پژوهی: دانش پژوهی آموزشی و کاربرد آن در ایران. مجله ایرانی آموزش در علوم پزشکی. 1388: 9(2): 167-180



Really appreciate your attention.