



Evaluating Educational Scholarship

Association of American Medical Colleges

This worksheet is designed to guide users in evaluating educational materials in light of criteria established for all scholarship, including educational products in medical education. The intent is to determine whether the materials meet the criteria and thus discern the degree to which they are ready for dissemination. It was originally developed by Dr. Sheila Chauvin and subsequently adapted by MedEdPORTAL by the 2005 AAMC Working Group on Educational Scholarship.

For what specific educational activity was this material originally created? In the context of a particular teaching/learning situation, what was this material supposed to achieve? Define the educational activity.

Glassick¹, et al. (1997) defined six Criteria for Assessing Scholarship:

Clear goals – The scholar explicitly states the basic purposes for the work and defines realistic, achievable objectives, including desired goals and outcomes. Important questions regarding teaching and learning have been taken into account.

Adequate preparation – The scholar has a solid understanding of existing scholarship relevant to the endeavor (generic and discipline-specific) as well as adequate skills and resources drawn from this research and from prior experience to advance this specific project.

Appropriate methods – In conjunction with the material and the teaching/learning context, the scholar's selection of educational methods fit the goals and are used effectively; the methods are modified as necessary to accommodate situational changes.

Significant results – The scholar achieves or exceeds the original goals; the scholar's work contributes substantially to others (e.g., learners and colleagues) and to the field; the scholar's work is open to further exploration (e.g., by self, by others, collaboratively with others).

Effective presentation – The reviewer can discern that appropriate style and methods of presentation are used and that the resulting communication to the intended audience is clear and unambiguous.

Reflective critique – The scholar thoughtfully assesses the work him/herself and uses the resulting perceptions along with reviews and critique from others, to refine, enhance, or expand the original concept.

Bibliography

1 Glassick CE, Huber MR, Maeroff GI. *Scholarship Assessed-Evaluation of the Professoriate*. San Francisco, CA: Jossey-Bass, 1997.