



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Teaching As Research

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Teaching as Research



- a toolbox -



Part 1:
Introductory Workshop

Offered by the BSPH Teaching Council

Motivation for Scholarship in Teaching and Learning

— Opportunities!

- Look at your teaching in a systematic way
- Make informed decisions about what goes well and where you need to tweak
- Help nurture a culture of teaching excellence
- Evolve your teaching philosophy
- Publish your work and gain visibility
- Join a community of dedicated educators

Yes, it take some time and effort, but: **IT IS TOTALLY WORTH IT!**

What elements of my teaching can be used as the basis for educational research?

- Learning theory
- Needs assessments
- Curricula (program outlines, course concepts)
- Instructional designs / educational methods, modules, assignments
- Strategies to enhance DEI, interdisciplinarity, feelings of belonging and student wellbeing, etc
- Assessments and outcomes
- Implementation guides
- Recommendations for best practices
- Integrative work

Without data collection

Descriptions

- ❑ Reports
 - ❑ Perspectives
 - ❑ Essays / op-eds
 - ❑ Reviews
 - ❑ Books & chapters
-

With data collection

RESEARCH!

=> Rigor, Evidence

- Learning theory
(data supported)
 - Needs assessments
 - Evaluation and assessments
of learning outcomes
(courses, programs,
educational methods)
 - Formative
 - Summative
 - Assessment instrument
validation
 - Meta-analyses
-

Heads-up:

With data collection

RESEARCH!

- Educational Research can involve **human subject data!**
 - May require **Institutional Review Board (IRB)** approval
 - **Contact your IRB officer** in the planning phase!
 - For first time consultations:
 - **BSPH IRB Navigator Tobey McGuinness** (IRBNav@jh.edu)
 - Resources slide
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JHU Policies on enrolling students in
educational research

Upcoming:

Stay tuned!

**Dean's Teaching
Workshop on Ethics
Requirements in
Educational Research**

What can we learn from practice examples?

Dr. M.E. Hughes

- I am brand-new to Teaching as Research
 - Though I've been interested in the idea for several years
- First step: identify project
 - Revision of 2-credit course required of all MPH students
- Second step: reframe existing revision process as TAR
 - View revisions holistically
 - Think like a researcher

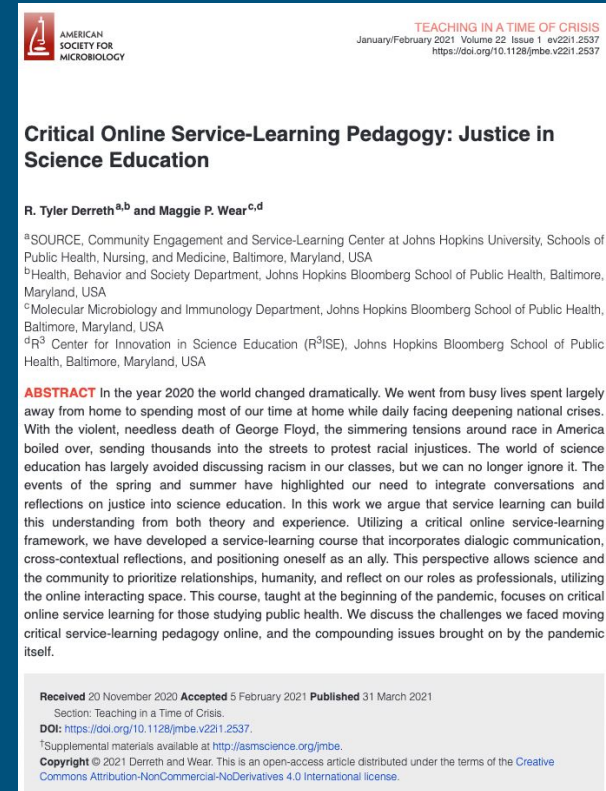
What can we learn from practice examples?

- Current step(s): structured approach to revisions
- Project addresses course concepts and instructional design
- Identify current issues, desired outcome and challenges for each
 - What aspects of concepts/design should be changed? Why?
 - What do I want the revisions to achieve?
 - What are the obstacles to these changes?

What can we learn from practice examples?

● Theory

- How do write about the development of a course?
 - Special Issues, Identify a unique aspect of your course
 - Theory - COSL
- Publication experience
 - Less likely “reviewer #2”
- Opportunities, limitations
 - Open ended, lots of versions
 - No data, just theory
- Where in the stage of the TAR continuum is that project located?
 - Conceptual, Best Practices, DEI enhancement, Student well being
- What are the next steps?



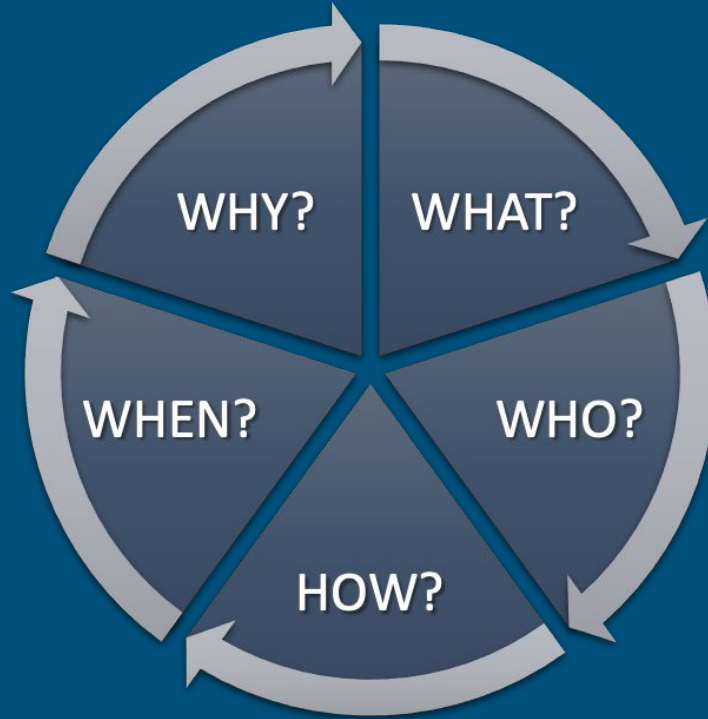
What can we learn from practice examples?

● Data

- Data about your course - share it with the world!
 - Evaluations (3 years, n=21) - before and after
 - Determining key areas of student development
 - Reflections and how they change perspective
 - Collaboration can be very helpful
- Opportunities, limitations
 - Sharing your data and learning experiences
 - Builds on theory but requires much more proof
- Where in the stage of the TAR continuum is that project located?
 - Assessments/Evaluations, Learning outcomes, Interdisciplinary
- What are the next steps?

What can we learn from practice examples?

- Program evaluation



What can we learn from practice examples?

- Program evaluation: Dickeson's Prioritization Model (1999)

1. The history, development, and expectations of a program
2. External demand for the program
3. Internal demand for the program
4. Quality of program inputs and processes
5. Quality of program outcomes
6. Size, scope, and productivity of the program
7. Revenue and other resources generated by the program
8. Costs and other expenses associated with the program
9. Impact, justification, and essentiality of the program
10. Opportunity analysis of the program

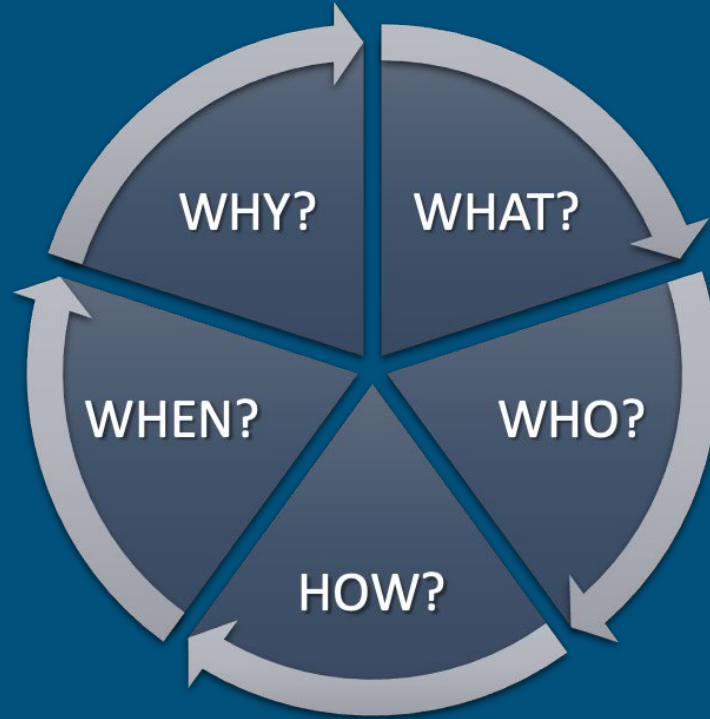
What can we learn from practice examples?

- Program evaluation: The QPC Model (Comstock & Booker, 2009)

Quality	Potential	Cost
External validation	National and local demand	Total student credit hours produced per major
Faculty and student inputs	Internal impact	Discount rate
Student outputs	Essentiality to mission	Cost per student, credit hour
Curricula and program factors	Other justification, future opportunities	Contribution margin (net tuition revenue minus direct costs per program)

What can we learn from practice examples?

- Program evaluation



Some Examples

Where can
educational work be
published?

Journals
with or without
education focus

Public Health

- Society for Public Health Education
<https://www.sophe.org/journals/>
 - Pedagogy in Health Promotion: The Scholarship of Teaching and Learning
 - Health Education & Behavior
 - Health Promotion Practice
 - Frontiers in Public Health - PH Education and Promotion
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Some Examples
(c'd)

Where can educational work be published?

Journals
with or without
education focus

Life Sciences

- CBE Life Sciences
- Journal of Microbiology Education
- mBio
- Am. Soc. for Biochemistry and Molecular Biology
 - Education sections
- also Science, Nature, eLife, etc

Medicine

- The Medical Teacher
- Academic Medicine

Some more
examples

Where can
educational work be
published?

Monographaphs & chapters

Educational News Outlets,
Websites, Online Education
Communities

Chronicle of Higher Education

- <https://www.chronicle.com/>

Inside Higher Ed

- <https://www.insidehighered.com/>

Times Higher Education

- <https://www.timeshighereducation.com/>

The Teaching Professor

- <https://www.teachingprofessor.com/>

JHU Press

Springer, Taylor & Francis, Jossey Bass

Teaching as Research is for everyone!!

- Students / Teaching assistants
- Faculty and staff of all levels!
- Join a Community of Practice!
 - BSPH Teaching Council
 - CTL
 - JHU Teaching Academy
 - CIRTl

Teaching as Research is for everyone!!

- What is next?
- Any muddy points?
- How can we best help you get started?
- A teaching chat?
Another workshop?
Individual consultation?
Else?



References and Resources

- **IRB-related resources:**
 - JHU Policy on Enrolling Students in HSR: JHU Policy on Enrolling Students in Human Subjects Research Policy ([GEN011](#))
 - Use of Student Education Records in HSR: Research in Schools: Use of Student Education Records in Research (IRB FERPA guidelines 2020)
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Chat with us - Building Community!



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