

# **Raising the standard of educational research.**

*Ed Peile & David Blaney*



**1981 MbChB**

**1986 – 89 GP Livingston**

**1989 – 99 GP Killin**

*Mmed 1998*

**1999 – 2009 DPGPE Edinburgh**

*EdD 2006*

*CEO ASME 2007*

**2009 – Dean Undergraduate HYMS**

**DB**

# Educational Research fitting into another GP's Career ...

- Undergraduate MHMS London
- RAF cadetship
- Single-handed practice.. GP Trainer
- Chair of Education, Thames Valley Faculty
- Associate Director UG/PG Oxford
- Ed D
- Professor of Medical Education, Warwick
- Associate Dean/Head of Institute

# ...and into retirement

- Part –time GP
- Editor Education for Primary Care –  
‘the Green Journal’.
- Children’s Lead West Midlands SHA
- Lead Assessor and Professorial Fellow,  
Academy of Medical Education
- Freelance work/ time for Grandparenthood

# Educational Skills Workshop

The focus of this workshop will be research design for educational research.

Research needs sustained motivation.

What research matters to you?

What research impacts on policy?



## **2004-2005**

No papers on medical education in the Lancet (390)

11 medical education research papers in the BMJ  
(399)

207 papers in Medical Education

169 papers in Medical Teacher

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**No (%) of studies (n=387)**

**Study design**

Observational, cross sectional 267 (69)

Longitudinal cohort 31 (8)

Before and after studies 31 (8)

Other 58 (15)

**Focus of research**

Undergraduate medical curriculum 240 (62)

Continuing medical education 85 (22)

Postgraduate medical training 43 (11)

Other 19 (5)

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## Research topics

No (%) of studies (n=387)

Assessment or examinations 64 (17)

Curriculum design 62 (16)

Professional development 56 (14)

Learner or student characteristics 52 (13)

Teaching methods 46 (12)

Technology in medical education 23 (6)

Teacher development 22 (6)

Other 62 (16)

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## Review of 105 studies of medical education research

- 72% were justification (did it work) studies
- 16% description (what was done)
- Only 12% concerned with why or how did it work

## Conclusion

“Too many studies lack a theoretical framework and do not build on or address previous work”

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## Medical education research

- Small scale
- Opportunistic
- Repetitive
- Of marginal significance
- Funded informally
- Aimed to answer local problems
- Theory – agnostic

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# Research paradigms

Epistemology	Theoretical Perspective	Methodology	Methods
Objectivism	Positivism	Experimental Research	RCT Statistical analysis measurement Questionnaire
Constructivism	Interpretivism	Survey research	Interviews Focus groups Case studies
Subjectivism	Ethnomethodology	Naturalistic research	Narrative Content analysis interviews

# Professionalism

- What are the important issues for policy in primary care?
- What interests me about it?

Discuss both questions with your neighbour.

# Professionalism: 3 GP studies

1. Perceptions of UK General Practice Speciality Registrars on professionalism: a qualitative study
2. How medical students demonstrate their professionalism when reflecting on experience.
3. Workplace-based assessment for general practitioners using stakeholder perception to aid blueprinting of an assessment battery.

# 3 studies compared

	1	2	3
<b>Scale</b>	Small (15)	Medium (50)	Medium (60)
Workload	+++	+++	++
Methodology Method	Qualitative Modified Grounded Theory	Qualitative Discourse analysis	Quantitative Descriptive stats ANOVA Generalisability
Exemplar	+++	++	+++
Published	EPC	Medical Education	Medical Education
Impact	?	?	?

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# Impact vs Personal Interest

- What have we learnt?
- Why am I doing this research?
- How do I answer the “So What?” query?
- Implications for our own research plans.



## What is Scholarship?

- The scholarship of discovery research.
- The scholarship of integration (including writing textbooks and developing teaching materials).
- The scholarship of service or application, including the practical application of knowledge.
- The scholarship of teaching.

E. Boyer Scholarship Reconsidered (1990)

