What we learned from two educational research series: Lessons Learned for Interprofessional Faculty Development

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Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
• Interest in Scholarship in Teaching and Learning (SoTL) is driven in part by the need to provide systematic academic development for faculty anchored in evidence-based practice and quality assurance frameworks.

• This proposal reports on a mixed method evaluation of two iterations of an 8-session interprofessional Educational Research Series to determine if it met the needs of:
  – faculty
  – health professional students
  – preceptors
  – graduate students
  – staff participants
We used the lens of adult learning theory and constructivism. Data was collected from session exit surveys (n=91), attendee interviews (n=9), and facilitator focus groups (n=3). This study therefore used both qualitative and quantitative methods in its organization, methodology, and analyses.
Quantitative Results

• Participants better understood (71.5%) and became more confident (61.5%) in educational research that before attending sessions

• However a large minority did not feel they received sufficient feedback on their projects (41.8%)
Qualitative Results

• Three overarching themes emerged from the qualitative data:
  – personal growth
  – supports for learning
  – challenges to learning
• Participants perceived they had a better understanding of and support for educational research.
• They felt their learning was supported through facilitator expertise, interactive sessions, an interprofessional focus, and increased access to resources.
Challenges

- Challenges included:
  - depth versus breadth
  - Time
  - Educational language and theory.
Given that all participants in this study expressed a need for a more in-depth version of the Series, we are offering:

The Advanced Educational Research Series
• The Series was well received by participants and provided a foundational introduction to educational research.

• It demonstrated the benefit of integrating varied perspectives when learning about educational research and that capacity building exercises for researchers in higher education can cater to a number of interests simultaneously.
An interprofessional approach broke down siloes, and reduced the number of overlapping programs offered which indicates that more cost-effective Faculty Development can still be an improvement over traditional FD.
Help us improve. Your input matters.

• Download the ICRE App, or
• Go to: www.royalcollege.ca/icre-evaluations to complete the session evaluation.

Aidez-nous à nous améliorer. Votre opinion compte!

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