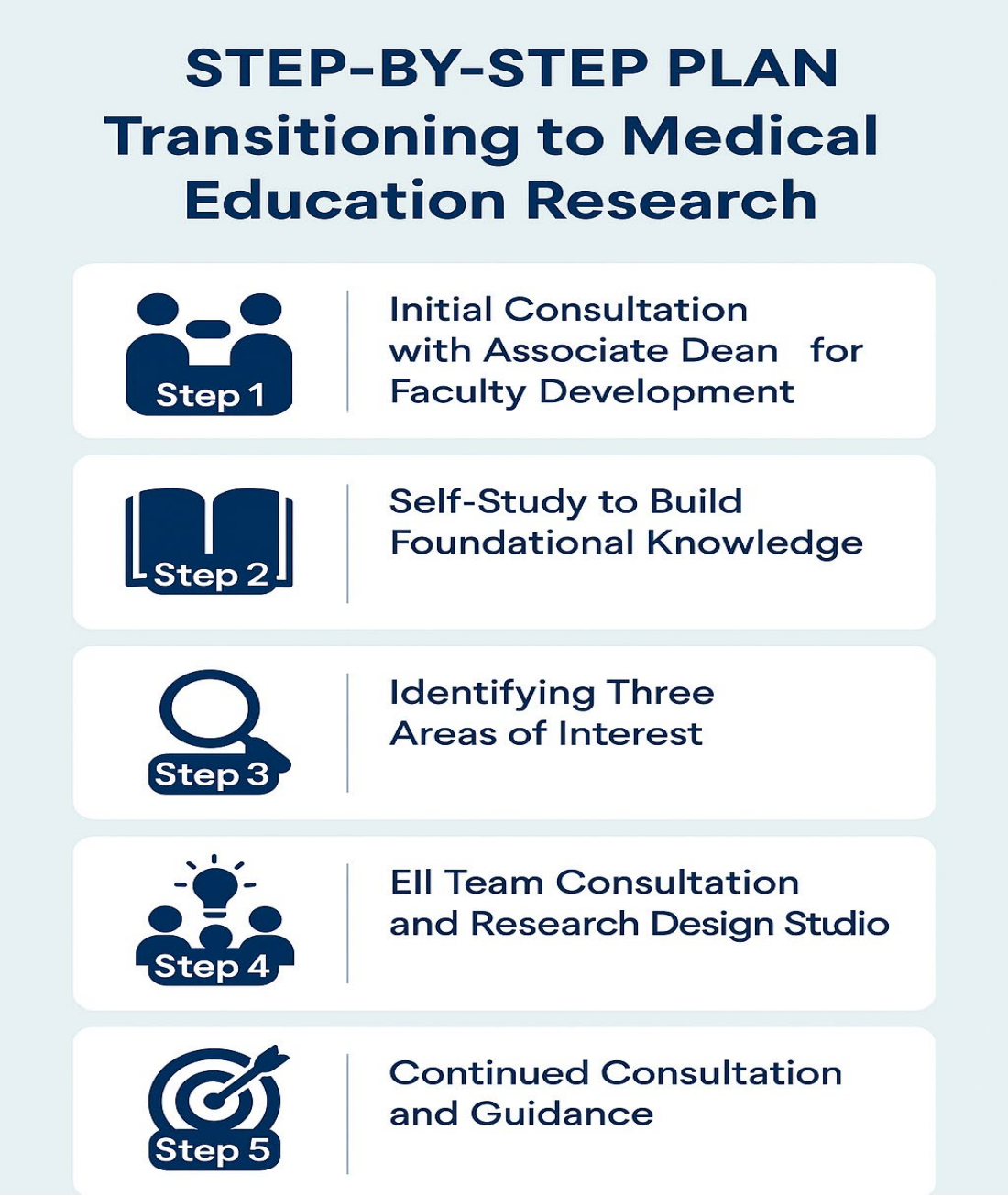
Transitioning to Medical Education Research



Transitioning into a new area of research can be both exciting and challenging, especially when moving into a field that operates under different theoretical foundations, perspectives, and methodological traditions. Recognizing these complexities, the Educational Innovation Institute (EII) is committed to supporting faculty as they expand or shift their research focus by providing tailored expertise, structured consultations, and strategic resources.

This plan outlines a clear roadmap to help faculty establish foundational knowledge, identify meaningful research directions, and develop feasible and impactful studies. While EII offers mentorship and scholarly guidance, the responsibility for implementing, analyzing, and disseminating research ultimately rests with each faculty member. Success in any research transition requires initiative, actively engaging

with resources, participating in consultations, exploring literature, and conducting independent scholarly work.

STEP-BY-STEP PLAN

Step 1: Initial Consultation with Associate Dean for Faculty Development

- Dr. Michelle Krupp will meet faculty to review this structured plan.
- Initial resources in medical education research and next steps will be provided.
- Additional faculty development resources will be discussed, as needed.

Step 2: Self-Study to Build Foundational Knowledge

Since medical education research is fundamentally different from basic or clinical science research, it is highly recommended that a foundational understanding is built before consulting with EII and designing studies. The suggested self-study phase includes:

- **Recommended Readings**: Introductory books, seminal papers, and journal articles on medical education research.
    - Scholar Development Pathway for Medical Educators | AAMC
    - Academic Medicine: Journal of the Association of American Medical Colleges
    - Research in Medical Education: A Primer | AAMC
- **Workshops/Webinars**: Participation in medical education research programming, as available, to further familiarize themselves with key methodologies and frameworks.
    - Med Ed Research Certificate: MERC | AAMC
    - Scholarly Publishing Webinar Series | AAMC
    - Medical Education Webinars | AMA
    - Intro to Clinical Education Research Webinar Series | Incubator for Clinical Ed Rsh
- **Engagement with Peer-Reviewed Literature**: Review of recent publications in medical education journals to observe common themes, approaches, and standards.
    - Top-tier: Academic Medicine, Medical Education, Medical Teacher, Teaching & Learning in Medicine
    - Mid-tier: Medical Science Educator, Advances in Health Sciences Education, American Journal of Pharmaceutical Education
    - Open Educational Resource (Peer Reviewed and Indexed): MedEdPORTAL

Step 3: Identifying Three Areas of Interest

Once foundational knowledge has been established, faculty should identify three broad areas of potential research interest. To leverage existing expertise, it is recommended that these areas relate when possible, to one's disciplinary background or current teaching/research experiences (e.g., learning outcomes, pedagogy, curriculum design, technology integration, assessment, professional development, equity and inclusion, etc.). This alignment facilitates a smoother transition and maximizes scholarly impact.

Step 4: EII Team Consultation and Research Design Studio

Faculty can meet with EII researchers to discuss their identified areas of interest. A structured research design studio can be held to refine one of the chosen areas into a viable research question, ensuring

alignment with best practices in medical education research. Additionally, discussion of appropriate study designs, survey instruments, qualitative or quantitative approaches, validated assessment tools, etc. will be part of the team consultation.

Step 5: Continued Consultation and Guidance

1) **EII Consultation Services**

   EII serves as a resource for faculty members interested in educational research and provides guidance on critical aspects of study design. EII does not necessarily co-author, conduct, or oversee research execution unless they are explicitly involved in the research work (consults do not equate to authorship, unless agreed upon). Faculty may seek EII's expertise on the following topics.

   - Institutional applications: 1) OAA approval, 2) IRB
   - Developing a research question
   - Designing an educational intervention
   - Creating surveys or questionnaires
   - Conducting a meta-analysis or systematic review
   - Evaluating/selecting theoretical frameworks
   - Designing qualitative studies
   - Selecting appropriate outcomes and assessment tools (validated assessments, pre/post measurements, etc.)
   - Understanding data analysis methods
   - Identifying suitable publication journals and dissemination opportunities