

STEP-BY-STEP PLAN Transitioning to Medical Education Research



Step 1

Initial Consultation
with Associate Dean for
Faculty Development



Step 2

Self-Study to Build
Foundational Knowledge



Step 3

Identifying Three
Areas of Interest



Step 4

EII Team Consultation
and Research Design Studio



Step 5

Continued Consultation
and Guidance

Transitioning into a new research domain is inherently challenging, particularly when moving from basic science research to medical education research, which operates on different theoretical frameworks, perspective, and methodological foundation. Recognizing these complexities, the Educational Innovation Institute (EII) is committed to guiding faculty through this transition by offering targeted expertise, structured consultations, and strategic resources.

This plan is designed to provide faculty with a roadmap to build foundational knowledge, identify meaningful research directions, and develop viable studies in medical education. While EII will serve as a valuable resource in shaping ideas and methodologies, the responsibility for executing and publishing

the research rests entirely with each person. To accomplish medical education research goals, one must take initiative by utilizing resources, seeking consultations, engaging with literature, and conducting independent research.

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 faculty have a foundational understanding, they should identify three broad areas within medical education research that interest them. To maximize their expertise and comfort level it is suggested that they explore areas and educational research ideas related to their basic science or medical specialty background (i.e., learning, teaching methodologies, outcomes, integration, assessment, clinical application, clinical decision making, technology, etc.), to align closely with their expertise and may provide a more natural entry point into medical education research.

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