

## EVOLUTION OF TEACHING

LEVEL 0: Teaches as was taught

LEVEL 1: EXCELLENT TEACHING = Involves the use of good content and teaching methods

LEVEL 2: SCHOLARLY TEACHING = Involves good content and methods AND classroom assessment and evidence gathering, informed by best practice and best knowledge, inviting of collaboration and review

LEVEL 3: SCHOLARSHIP OF TEACHING = Is public and open to critique and evaluation, is in a form that others can build on, involves question-asking, inquiry and investigation, particularly about student learning

LEVEL 4: RIGOROUS RESEARCH IN EDUCATION = Also is public, open to critique, and involves asking questions about student learning, but it includes a few unique components: (1) Beginning with a research question, not an assessment question. Assessment questions deal with the “what “ or “how much” of learning, while research questions focus on the “why “ or “how” of learning; (2) Tying the question to learning, pedagogical, or social theory and interpreting the results of the research in light of theory and thereby allowing research to build theory and yield significant findings. For example, studies about teaching fluid therapy can be redesigned to become studies, based on cognitive theory, which can help explain why certain concepts in fluid therapy are so difficult to learn; (3) Paying careful attention to design of the study and the methods used, adding validity, reliability and impact to the findings.