"Realizing Promising Educational Practices in Academic Public Health: A Model for the Scholarship of Teaching and Learning" Takeaways

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A nine-member team of the Conceptual Framing Working Group of the Association of Schools and Programs of Public Health (ASPPH) Scholarship of Teaching and Learning Task Force published a seminal conceptual framework and critical considerations for implementing theory-informed steps to advance the scholarship of teaching and learning in academic public health in *Frontiers in Public Health* in January 2022. The open access article, entitled "Realizing Promising Educational Practices in Academic Public Health: A Model for the Scholarship of Teaching and Learning" is available at **https://www.frontiersin.org/articles/10.3389/fpubh.2021.750682/full** and takeaways from the article are highlighted below.

The article:

- *Presents* an articulated conceptual framework and new model, entitled Scholarly Teaching in Action and Practice (STAP), to guide educators, departments, and institutions in the scholarship of teaching and learning (SoTL) via:
    - intentional development of goals, research questions, and preparation for teaching
    - rigorous and systematic teaching methods
    - analysis and synthesis of meaningful learning outcomes, both for teachers and learners
    - presentation of scholarly results
    - reflective critique
- *Contends* that knowing and learning are communal tasks, and that faculty are both scholars and learners in the practice of education*,* necessitating a more holistic understanding of the learning for practice needed to address 21st century public health challenges
- *Adopts* the term "promising practices"[1,2] as an outcome of SoTL in recognition of the:
    - unique stances, applications, and aspirations in teaching
    - distinct learning experiences of students and trainees
    - ongoing scientific discovery and knowledge generation in this arena
- *Describes* SoTL as a search for multiple forms of evidence and fostering of dialogues and deliberations on varied interpretations and perspectives on teaching and learning in contextually rich, diverse educational environments
- *Depicts* three levels of outcomes for scholarly teaching and action:
    - *knowing – one's own teaching knowledge base and intellectual contributions to the field*
    - *doing – scholarly teaching, linked with improving learning outcomes for students/trainees*
    - *being – critical self-reflection that embodies excellence and that reflects respect for diversity and equity.*

The writing team was led by Dr. Leah Christina Neubauer (Northwestern), Dr. Cheryl Merzel (NYU) and Dr. Miryha Runnerstrom (UC Irvine). Co-authors include Drs. Jaime Corvin (USF), Allan Forsman (East Tennessee), Jacquie Fraser (Walden), Heather Henderson (West Virginia), Leslie Hinyard (SLU), Karin Opacich (UIC) and Ms. Elizabeth Weist (ASPPH). Dr. Shan Mohammed (Northeastern) chaired the SoTL Task Force, Dr. Laura Magaña (ASPPH) provided vision and leadership, and Ms. Elizabeth Weist (ASPPH) provided direction and support.

See details about ASPPH's Scholarship of Teaching and Learning initiative at **https://www.aspph.org/teach-research/scholarship-of-teaching-and-learning/**.

[1]Leseure, M. J., Bauer, J., Birdi, K., Neely, A., & Denyer, D. (2004). *Adoption of promising practices: A systematic review of the evidence.* International Journal of Management Reviews, 5-6(3-4), 169 - 190.
[2]Patton, M. Q. (2015). Impact Evaluation: Best Practices Aren't (MQP Rumination# 4). *Better Evaluation. org*, *23.*

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