

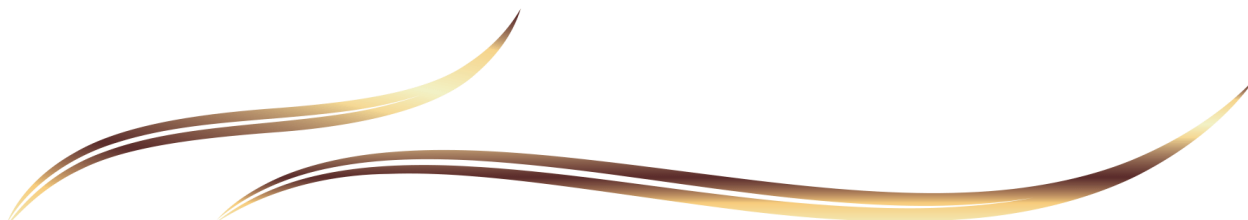


Association of Faculties
of Pharmacy of Canada

Association des facultés
de pharmacie du Canada

AFPC EDUCATIONAL SCHOLARSHIP POSTER AWARD

NEW AWARD FOR 2020!



Sponsor: Association of Faculties of Pharmacy of Canada

Purpose:

To recognize the best innovative and effective educational scholarship poster presented at the AFPC annual conference.

Description of the Award

Educational scholarship and the Scholarship of Teaching and Learning (SoTL) are gaining traction in academic pharmacy as legitimate forms of scholarly activity.¹ Recognizing the intellectual work of teaching as scholarship and growing expectations for context-specific, evidence-based and research-informed curriculum decision-making are driving interest and engagement in the field.

Aligned with AFPC's commitment to advancing the quality of pharmacy education through scholarship, this new Educational Scholarship Poster Award (ESPA) recognizes and celebrates the scholarly achievements of faculty colleagues making a difference through educational scholarship and research. Informing best practices in educational research, teaching, student learning, curriculum decision-making and educational leadership for the benefit of our students, our institutions, and academic pharmacy in Canada and beyond is the cornerstone of this award. The winner will be selected from the posters presented at the annual AFPC conference.

Eligibility

1. Candidates for this award will be identified through the AFPC Call for Abstracts and online abstract submission process. The standardized award application form does NOT need to be submitted.
2. At the time of abstract submission (deadline is January 15, 2020), the author will be invited to enter the competition for the AFPC Educational Scholarship Poster Award, by indicating on the online abstract submission form that the submission is to be considered for the award.
3. If an eligible abstract for the ESPA is accepted for an oral session, the author will be asked to also provide a poster as part of the ESPA section.
4. The poster author must attend and present his/her SoTL work during the poster session at the AFPC annual conference.

Selection Criteria

A peer review committee will judge the posters submitted for consideration under this award. The abstracts and posters will be reviewed prior to the conference, and the top 5 will then be reviewed during the AFPC conference. Evaluation criteria will include:

- meets the definition of Scholarship of Teaching and Learning (SoTL)
- uses a theoretical foundation

- incorporates methodological appropriateness and rigour
- originality and innovativeness of the research
- utility and the potential impact for pharmacy education
- overall look and quality of the poster.

In addition to the poster itself, presentation of the top 5 posters will also be evaluated, including a concise articulation of the educational challenge or opportunity, ability to highlight the methods and findings, compelling and persuasive discussion and responsiveness to questions. Time spent at each poster by the review team will be about 10 minutes.

After evaluating the posters, the committee will select a single poster as the winner. If no poster is deemed sufficiently qualified, the committee may choose not to present the award in any given year.

The award recipient will be recognized at the AFPC awards banquet along with a certificate recognizing the achievement, as well as complimentary registration to the next AFPC annual conference (may be deferred to the following year).

¹ Footnote:

Scholarly Teaching (ST): goes beyond content knowledge and preparing and delivering a teaching session to observing a teaching-learning problem or opportunity, consulting literature, selecting and applying an educational intervention, conducting systematic observation, documenting observations, analyzing results and obtaining peer evaluation. The intent of scholarly teaching is to improve teaching practice and student learning (Medina et al, 2012; Richlin, 2001).

The Scholarship of Teaching and Learning (SoTL): builds on the end product of ST to include making teaching strategies and learning outcomes peer-reviewed and publically disseminated in appropriate media and venues. It involves identifying key issues from the process of scholarly teaching, analyzing results and putting them into the context of the existing knowledge base so others can comment and build on those efforts (Medina et al, 2012; Richlin, 2001).

References:

- Glassick, C. E. (2000). Boyer's expanded definitions of scholarship, the standards for assessing scholarship, and the elusiveness of the scholarship of teaching. *Academic Medicine*, 75(9), 877-880.
- Medina, MS, Bouldin, AS, Gonyeau M, Kissack, JC, Maldonado, WT, Melchert, RB, Moukhachen, O, Plaza, CM. Report of the 2011-2012 Academic Affairs Standing Committee: The evolving role of scholarly teaching in teaching excellence for current and future faculty. *American Journal of Pharmaceutical Education* 2012; 76(6): Article S5.
- Richlin L. Scholarly Teaching and the Scholarship of Teaching. *New Dir Teach Learn*. 2001; (86):57-68. doi:10.1002/tl.16.