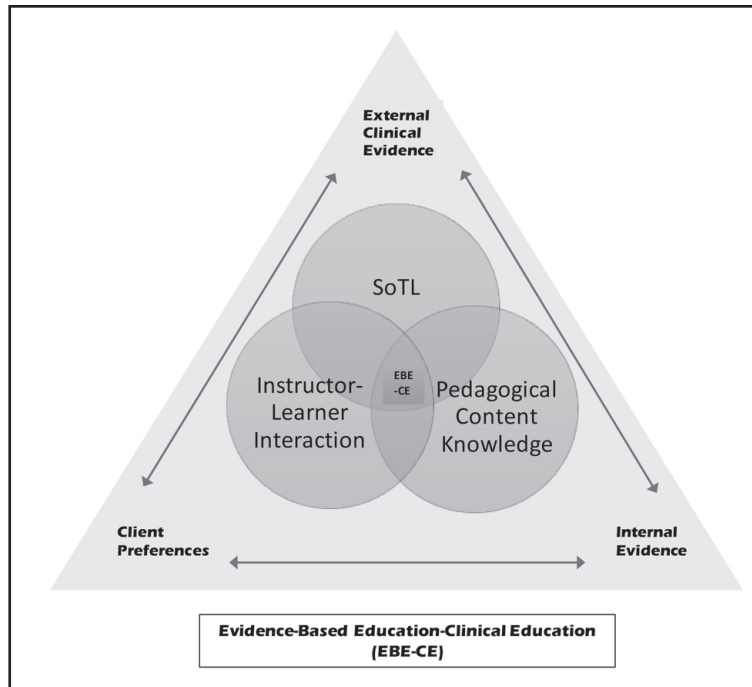


Figure 16-1. Evidence-based education-clinical education.



1990; Shulman, 2004); 2) pedagogical content knowledge (Shulman, 1998), which reflects the instructor’s content knowledge and how to impart that to students; and 3) interactions between the teacher-learners.

In considering how supervisors adapt both EBP and EBE to their own purposes, we might alter the model to reflect the keen observations of teaching and learning that are made concurrently with observing student clinicians interact with clients while simultaneously moving the clients’ development or recovery forward. The effective supervisor must balance the three components of EBP—internal evidence, external clinical evidence, and client preferences—to support the client’s therapeutic progress, with the three components of EBE—SoTL, instructor-learner interactions, and pedagogical content knowledge—to support the student’s learning progress. Thus, Figure 16-1 depicts a model of evidence-based education-clinical education (EBE-CE) that might best reflect the complexity of what the supervisor brings to this process.

This new model best represents the significantly complex process which demands much of the skilled supervisor’s attention and expertise to two constituents at the same time. For the purposes of research that will be focused on improving the teaching and learning process for audiology and speech-language pathology students, this model allows us to consider a variety of aspects of the clinical supervision and education process so we can identify characteristics that we would like to learn more about in our research. Research can be used to investigate a variety of interactions that can be observed in the EBE-CE model. The question then is, what does that research look like?

SCHOLARSHIP OF TEACHING AND LEARNING RESEARCH

In 1990, Boyer expanded the notion of the research that academics conducted from being focused solely on scientific discovery to include a variety of aspects of academic work, including what he referred to as the research category of the “scholarship of teaching” indicating that