

90 min workshop

Tips and Tricks for Successfully Publishing Scholarly Work in an International Journal on Medical Education

Workshop
Friday June 17, 2022

Peter GM de Jong, Editor-in-Chief
Julie K Hewett, Journal Production

International Association of Medical Science Educators



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Your facilitators



Peter G.M. de Jong, PhD (Netherlands)

Senior advisor and Senior Researcher Technology Enhanced Learning
Leiden University Medical Center, Netherlands
Editor-in-Chief of *Medical Science Educator* (2010-)
IAMSE President-Elect 2022-2023



Julie K. Hewett (USA)

Bachelors Degree in Entrepreneurial Management
Owner of JulNet Solutions
Management Support & Meeting Planning
IAMSE Association Manager (1998-)
Production of *Medical Science Educator*



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About IAMSE

IAMSE is an international organization with a focus on advancing medical science education through faculty development.

- Annual meeting
- Webinar series
- Publications (journal, manuals)

- Travel Grant program
- Research Grant program

Train you to become a better educator



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About IAMSE

Journal *Medical Science Educator*



IAMSE Annual Meeting 2023
June 10-13, Cancun, Mexico



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Goals of the workshop

Provide a better understanding of scientific publishing and manuscript submission

- Identify **barriers** for successful publishing
- **Differences** between journals
- Provide **strategies** to increase the chances of acceptance of submitted work
- Provide insight in the **editorial processes** of a journal



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Not always a journal article...

Venues to present your work

- Local meetings at your own institution
- Conferences (poster, oral)
- Journal (article)
- Book or book chapter
- Digital repository (assets)



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Why to publish in a journal?

What is academic publishing about?

Adding to the *existing* body of knowledge
in *health professions education* through
educational *innovation and research*
by building upon the *work of others*

- Science of Learning (how people learn)
- Science of Instruction (how to help people learn)



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Common barriers in getting published

Often mentioned:

- Lack of time
- Poor English grammar skills
- Lack of educational expertise
- No clear research question
- No clear conceptual framework used
- Cannot find the right journal
- Used the incorrect manuscript format




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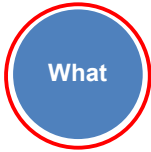


How to publish your manuscript?
7 steps to success




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What



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What to publish?

Decide what it is you want to publish

Boyer's 4 areas of educational Scholarship

- **Teaching** – use Glassick's standards (*Clear goals, Adequate Preparation, Appropriate methods, Significant results, Effective presentation, Reflective critique*) for education scholarship
- **Application** – applying principles, theories in an educational setting
- **Integration** – synthesis of information across different disciplines, or topics within a discipline, or across time
- **Discovery** – educational research based on a research question



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What to publish?

Discovery: 4 levels of research

- Does it work? (descriptive, evaluation)
- Does it work better? (comparative)
- What works better in which context? (contextualizing)
- Why does it work? (explaining)



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What to publish?

Examples

- Share innovative experiences and developments, new findings or insights
- Research based on a research question
- Validate teaching methods
- Validate educational theories or build new theories

- Motivation, self regulation skills, spatial ability
- Viewpoint, opinion or critiques on a specific topic



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What to publish?

Always ask yourself:

- What does the literature say?
- What is the gap you are addressing?
- Why are you doing this?
- *Is it of interest to the readers?*

So what???



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What to publish?

Examples of topics

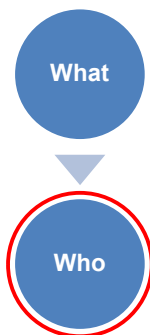
- Effect of a Digital Dissection Guide on Examination Performance and Student Satisfaction
- Relationship of Medical Student Lecture Attendance with Exam Scores
- Factors That Determine the Perceived Effectiveness of Peer Feedback in Collaborative Learning
- Medical Student Perception of a Virtual Reality Training Module for Anatomy Education
- The Effect of Spaced Instruction on Knowledge Retention
- Effectiveness of Small Group Discussions for Teaching Pharmacology Concepts
- How do Collaborative Active Learning Activities Promote Deep Learning?
-

In doubt? Ask the Editor!



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Who is your audience?

Who do you want to read your article?

Decide who you want to write your article for:

- Educators who can use your findings in teaching?
- Educational researchers?
- People in basic science departments or in clinical departments?
- Deans and directors, decision makers?
- Students?



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Which manuscript format?



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Manuscript Formats

Which manuscript type for your manuscript?

Based on your topic (step 1) and the audience (step 2) you need to select an article type you want your article to be published

Examples from *Medical Science Educator*:

- | | | |
|--|-----------------|---------------------------|
| • Original Research
Educational Research | 3000-5000 words | Fixed format |
| • Short Communications
Brief observations | 1500 words | Fixed format |
| • Innovation
Novel ideas | 750 words | Only 1-2 pages |
| • Monograph
Of general interest to educators | 3000-5000 words | Narrative, free structure |
| • Commentary
Editorials, essays, viewpoints | 3000 words | Narrative, free structure |

Exact format depends on the journal!!



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Article types: Research

Med Sci Educ (2016) 24:111–115

115

1. Choi Hwan A, Yoon Hwan J (2016) Clinical teacher preparation of medical students: English language proficiency. *Med Educ* 12(1):151–156
2. Du Cimet J, Proulx SA, Rife JE (2015) The relationship between student behavior and course performance in a first-year medical course at a medical institution. *Am J Case Rep* 16(1):11–15
3. Marbach-Lewis K, Birk G, Roberts J (2015) Learning approach to independent online education using virtual approach of medical students. *Med Teach* 37(2):111–116
4. Rhee S, Kim S, Lee H, Kim M (2015) Stress, sleep and independent medical student performance. *Med Educ* 39(1):94–100
5. Rhee YL, Hwang HJ (2015) Internet-based word distribution and the Moore-Hughes Type Indicator. *Int J Artif Intell J Pan Asian* 7(1):71–76
6. Caputo JEA, Caputo JEA (2015) *Open-Source Type Indicator: new reliability score index, a new metric reliability generalization index study*. *Int J Artif Intell J Pan Asian* 7(1):67–70
7. Kennedy RH, Kennedy DA (2014) Using the Moore-Hughes Type Indicator in career counseling. *J Employ Couns* 41(1):39–41
8. Lopez JA, Cragg JA, Fox A (2014) Ability to change task, cognitive effort of general cognitive ability, conscientiousness and openness to experience. *Int Psychol* 23(1):101–105
9. The Knowledge Learning Style Inventory—version 3.1 (2005) Technical specifications (revised). *The Renaissance Group* 2007 May 17 (2012 April 11). Available from: <http://www.knowledge-research.com/content/kylin/kylin.html>
10. IAHM Publishing Suite (2015) *IAHM [Journal] Coronavirus (J1)*. IAHM Publishing 2015, issue 2015 May 27. Available from: <http://www.iahm.com/iahm.html>
11. The Moore & Hughes Foundation. *MHI Types Indicator*. Available from: <http://www.mooreandhughes.com>
12. The Moore & Hughes Foundation. *MHI Types Indicator*. Available from: <http://www.mooreandhughes.com>



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Article types: Monograph

Med Sci Educ (2016) 24:111–115

MONOGRAPH

Designing and Developing a MOOC

Iain Dobson¹, Darren Harter², Neil Sharma³

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Abstract In this paper we provide advice for planning, designing, delivering and leveraging massive open online courses (MOOCs) based on the experience of developing four massive open online courses at the University of Hong Kong. The first three tips relate to decision-making and planning. The next six tips concern designing to create a quality learning experience for students. The final three tips point to the additional value that can be extracted from being involved in massive open online courses. This paper should be useful for teaching and learning leaders, faculty and institutional design experts responsible for creating massive open online courses in medical education.

Keywords Massive open online course · Open and distance learning · Pedagogy

Introduction

With massive open online courses (MOOCs) emerging in 2008 and *The New York Times* declaring 2012 'The Year of the MOOC', the use of this particular form of online course has been well and highly visible. Two of the main MOOC providers, edX and Coursera, currently have over 800 courses

combined, around 90% of which are in the subject area of medicine. Opinion on the value of MOOCs seems to be divided into two main camps: on the one hand, enthusiasm with about a much-needed injection of energy and innovation into education, which on the other, scepticism about the perceived weaknesses of the MOOC format (poor pedagogy, low completion rates and so on) and the apparent hoarding of years of innovation in open and distance learning (ODL) behind a single new label [1]. Drawing on the experience of designing and developing MOOCs at the University of Hong Kong, this article provides a set of guidelines for medical educators who are involved with MOOC production. The article will also be of interest for those working in the area of ODL.

Make an Informed Choice

A study by Holland and Tinkler lists the top three reasons institutions go for offering MOOCs as (1) 'expanding reach and access', (2) 'building and maintaining brand' and (3) 'improving customer'. The study points out that 'For most institutions, ongoing participation in the current MOOC experience will be unaffordable unless they can attract facilitating participants or unless they can use MOOCs to deliver traditional offerings more efficiently' [2]. In terms of development, starting costs and maintenance costs, developing a MOOC is a time-consuming and expensive process, with an estimated minimum of the associated costs ranging from \$30,000 to \$225,000 per course [2]. Based on our experience, we would add in particular that faculty will have to commit hundreds of hours to the MOOC development process. There is, therefore, a need to be clear about MOOC development goals and objectives from the onset, or both an institutional and a course-based level. With this point in mind, there are three stakeholders involved in producing MOOCs—faculty, teaching teams, university management and institutional designers

to name just three. The goals, objectives and motivations of these various stakeholders need to be aligned so that appropriate funding is provided to develop courses that will brand the institution as one that can deliver high-quality sustainable online learning experiences for students.

Plan for Success

Designing and building a MOOC can be a huge undertaking so a clear roadmap is essential to keep on track. If we consider just the video production for a course, a recent medicine MOOC (produced from the Pennsylvania State University, run for 8 weeks on the Coursera platform, with each week containing around seven instructional videos and an additional 31 'Add as anything' videos responding to the week's discussion) that served around 87,000 for one course. If we add to this the time spent planning before the recording, the instructional design decisions around associated learning activities, sourcing open access material or seeking permission to use copyrighted materials and so on, we begin to appreciate both the magnitude of the task and the importance of a planned and coordinated approach to course-building. This will almost certainly mean making use of a project manager to coordinate MOOC development work. In addition, there will be a need to make use of a video production manager to manage the huge quantities of video material to be recorded.

Rethink Risk

MOOCs are by their nature public and a failure at this level is spectacular. For example, the failure of the MOOC on effective online learning from Georgia State University was widely reported much to the embarrassment of the teacher and the institution [3]. In this case, the instructor made some unaffordable. For example, thousands of students were asked to simultaneously visit a Google Doc, when Google support clearly states that only fifty individuals can concurrently edit a document. Minutes of the work should not occur. That said, despite the best planning in the world risks can turn into reality. Imagine, for example, that one makes use of a third party application to allow students to engage in a process of diagnostic reasoning. What would happen if the service was to suddenly go down at a critical moment in the MOOC? What would happen if the service provider changed the terms of service during the MOOC? At a lower level of risk, what would happen if the teacher was suddenly unavailable for some reason? These risks need to be planned for and contingencies put into place to mitigate them.

Bring in Experts

Building a MOOC will require a team of experts. Instructional designers are certainly core to the process as are the teachers.

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How to select a journal?



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How to select a journal?

- Biomedical Research Journals
- Medical Journals
- Education Journals
- **Medical Education Journals**

Journals have different topics and different audiences!



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Overview of Medical Education Journals

Different topic, different readership

Basic Science Education (n=5)
 Advances in Physiology Education
 Anatomical Sciences Education
 Biochemistry and Molecular Biology Education
 Cell Biology Education-Life Sc. Ed.
 J. Microbiology & Biology Education

Chiropractic Education (n=1)
 J. of Chiropractic Education

Clinical Education (n=13)
 Academic Emergency Medicine
 Academic Pediatrics
 Academic Psychiatry
 Acad. Radiology
 Am. J. of Medicine
 Am. J. Obst & Gyne
 Am. J. Surgery
 Croatian Medical J
 JAMA – Education issue
 J. of Gen. Internal Medicine – Educ. Section
 J. Family Medicine
 Neurology
 Obst & Gyne

Dental Education (n=2)
 European Journal of Dental Education
 J. of Dental Education

Medical Education (n=36)
 Academic Medicine
 Advances in Health Sciences Education
 BMC Medical Education
 Can. Med. Educ. J.
 Education for Health
 Education for Primary Care
 Investigación en Educación Médica
 Educación Médica (Spain)
 Evaluation in the Health Profession
 Focus on HPE
 German J. of Medical Education
 Gerontology & Geriatrics Education
 International J. of Clinical Skills
 International J. of Medical Education
 Internet J. Allied H. Sc & Pract.
 Internet J. of Medical Education
 J. Continuing Education in the HPs
 J. of European CME
 J. of Graduate Medical Education
 J. Medical Education
 J. Nippon Medical School
 J Surgical Educ
 MedEdPortal
 Medical Education
 Med Ed Development
 Medical Education On-Line
 Medical Science Educator
 Medical Teacher
 Open Med Educ J.
 Pédagogie Médicale
 Perspectives on Medical Education
 Revista Brasileira de Educação Médica

Simulation in Health Care
 South East Asian J. Medical Education
 Teaching & Learning in Medicine
 The Clinical Teacher

Interprofessional Care (n=2)
 J. of Interprofessional Care
 J. of Research in Interprofess. Practice in Educ

Nursing Education (n=6)
 Internat. J. of Nursing Education Scholarship
 J. of Continuing Education in Nursing
 J. of Nursing Education
 Nurse Education Today
 Nursing Education Perspectives
 Clinical Simulation in Nursing

Osteopathic Medicine (n=1)
 J Am Osteopathic Assoc.

Pharmacy Education (n=2)
 Am. J. Pharmaceutical Education
 Pharmacy Education

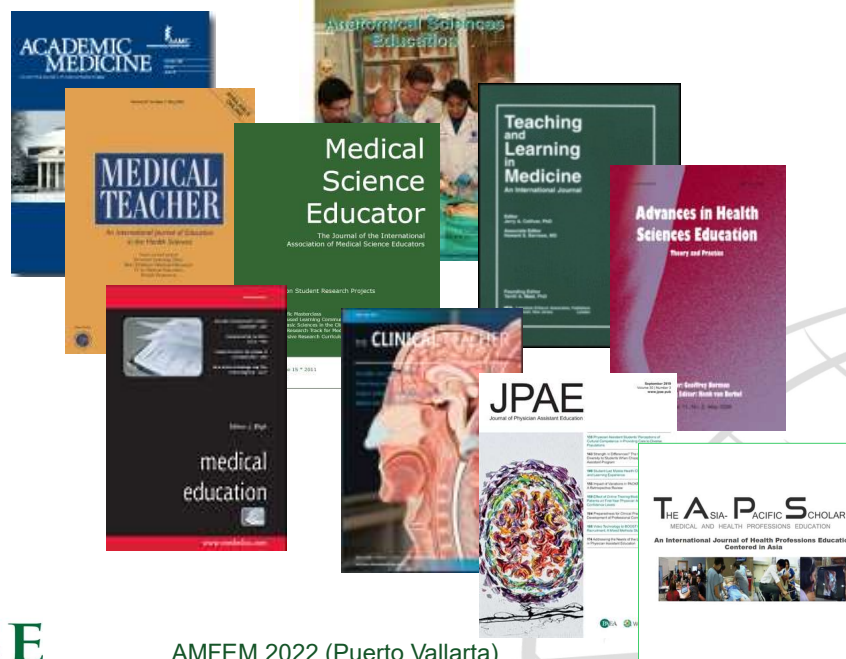
Physical Therapy Education (n=1)
 American J. of Physical Therapy Education

Physician Assistant Education (n=1)
 J. of Physician Assistant Education

Veterinary Education (n=1)
 J. of Veterinary Medical Education



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Overview of Medical Education Journals



Academic Medicine
AAMC
General



Medical Teacher
AMEE
General
Reject rate > 90%



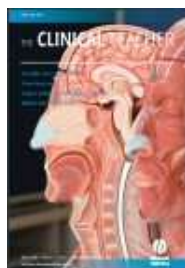
Medical Education
ASME
General
Reject rate > 90%



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Overview of Medical Education Journals



Clinical Teacher
ASME
Clinical teachers



**Advances in Health
Science Education**
Researchers
Reject rate > 60%



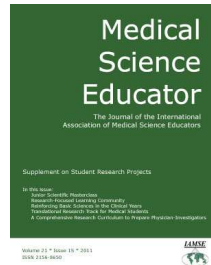
**Teaching and
Learning
in Medicine**
Scholarship



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Overview of Medical Education Journals



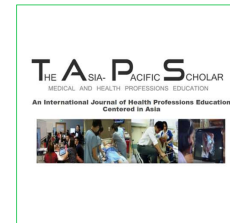
Medical Science Educator

IAMSE
Scholarship
Reject rate > 50%



Anatomical Science Education

AAA
Scholarship teaching
Anatomical Sciences



The Asia-Pacific Scholar

NUS-CenMED
Scholarship



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Things to consider when selecting a journal

- Peer reviewed
- Publishing model
- Impact factor
- Rejection rate
- Citation indexes

Citation Indexes

MEDLINE

Bibliographic database of the U.S. National Library of Medicine. Contains more than 24 million references to journal articles in life sciences/biomedicine.

PubMed

Citation service of the U.S. National Library of Medicine. Includes over 18 million citations from MEDLINE and other life science journals for biomedical articles back to 1948. PubMed includes links to full text.

PubMed Central (PMC)

Free digital repository that archives publicly accessible full-text scholarly articles that have been published within the biomedical and life sciences journal literature.

A growing number of MEDLINE citations contain a link to the free full text of the article archived in PubMed Central or to other sites.



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Citation indexes

Citation indexing services for journals

- Pubmed (NLM) biomedical
- **Pubmed Central (NLM)** biomedical
- MEDLINE (NLM) biomedical
- Web of Science cross-disciplinary
- **EBSCO** cross-disciplinary
- **OCLC** cross-disciplinary
- **Google Scholar** cross-disciplinary
- ISI cross-disciplinary
- **ProQuest** cross-disciplinary
- BioMed Central biology and medicine, open access
- BIOSIS life sciences and biomedical research
- ERA cross-disciplinary
- **SCOPUS (Elsevier)** cross-disciplinary
- EMBASE (Elsevier) cross-disciplinary
- SSCI social sciences including education
- ERIC education/cross-disciplinary
-



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How to select a journal?



- Summary
 - Peer-reviewed
 - Readership (researchers, educators, students, general public)
 - Publishing model (subscription/open access)
 - Metrics of the journal (indexed, impact factor)
 - Rejection rate

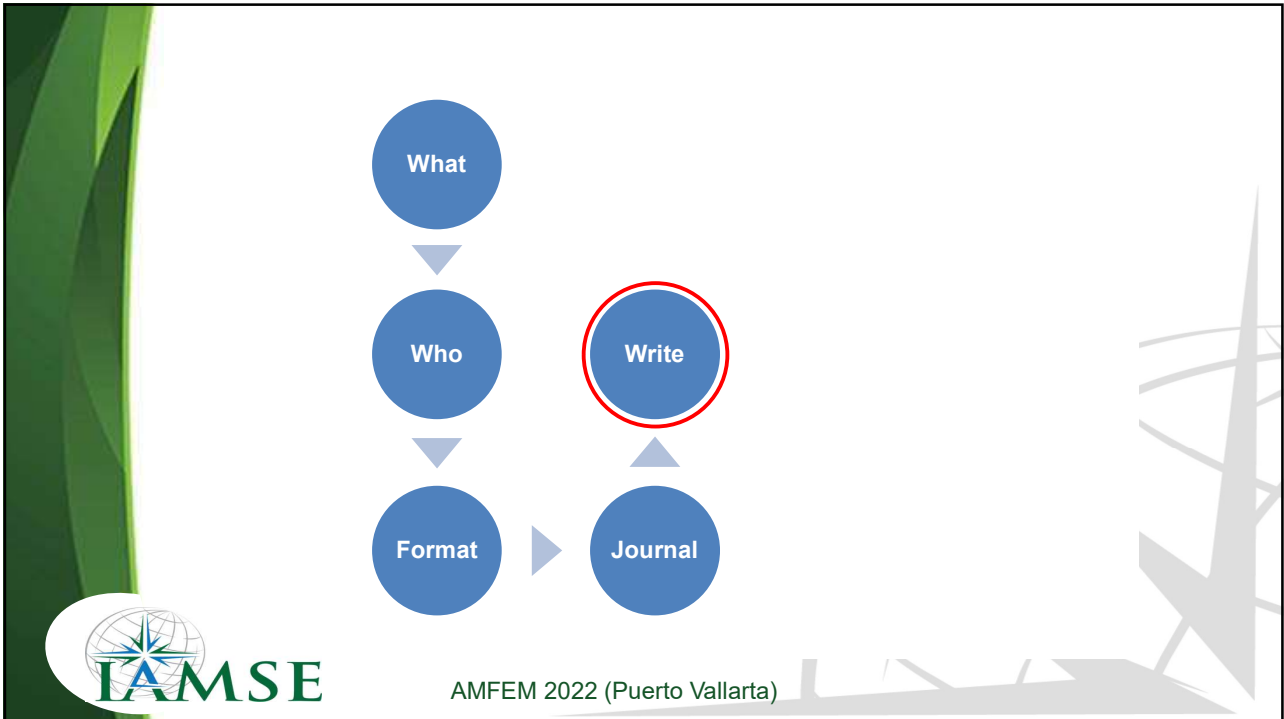
 - Appropriate field: in doubt ask the Editor!

 - Connections, published before



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How to write the manuscript?

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How to write the manuscript?

General tips:

- Focus on 1 clear topic per submission
- Find co-authors to collaborate with
- Multi-institutional work often stronger than individual
- Embed the work in recent literature

Writing skills:

- Find help for spelling and grammar if you are a non-native English writer

Know the journal style:

- Follow/read several journals to become familiar with the style of reporting



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How to write the manuscript?

Make sure you use the correct methodology:

- Clearly indicate the educational theory used
- Medical education is often qualitative research
- Describe data collection in detail, qualitative or quantitative
- Use the correct statistics, very different with qualitative and quantitative research (ask statistician for help)

Always follow the instructions for authors:

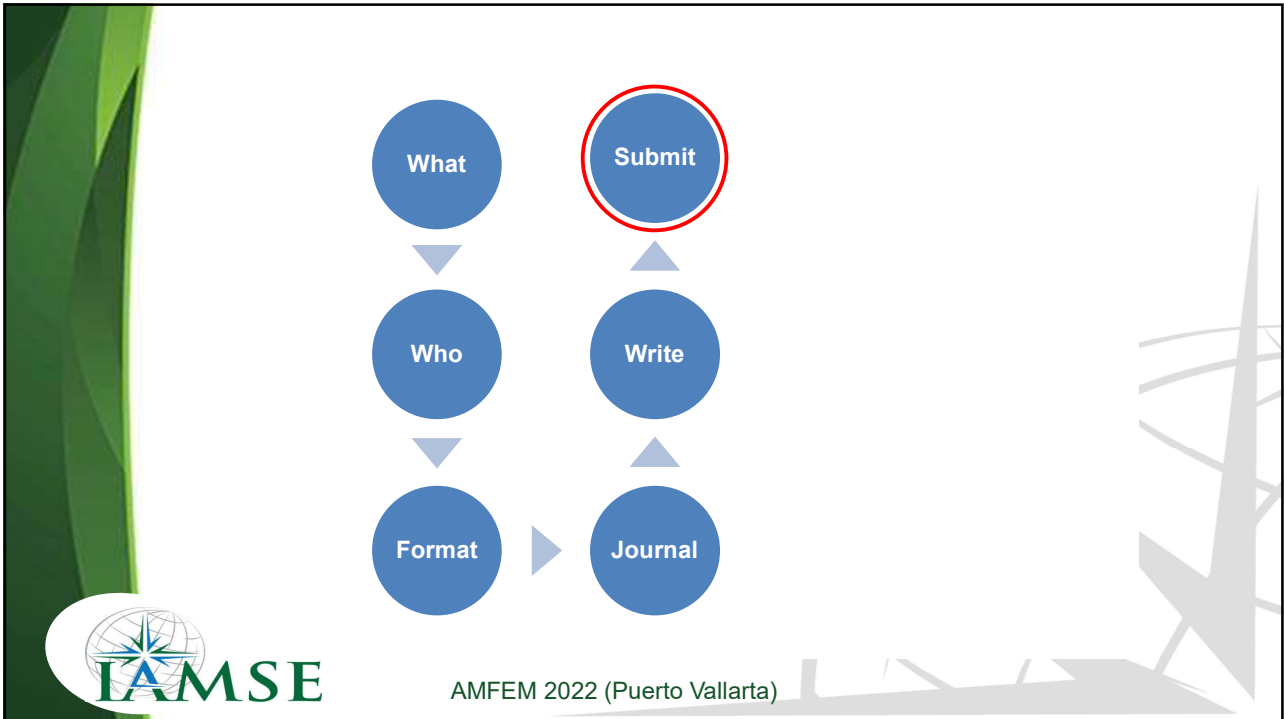
- Cover letter, word count, article types, manuscript structure, file types, reference style, IRB, tables and figures, etc...

Ask the journal Editor for advice if needed



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Submission Process

Submission process

Follow Instructions for Authors (see website):

- Cover letter
- Style
- Language
- Reference style
- File format for manuscript and figures
- Internal Review Board approval



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Submission Process

Reviewers:

- Indicate to Editor relevance and importance of the work
- Check on proper methods, citations, language
- Sends **constructive feedback** to the author to improve the manuscript

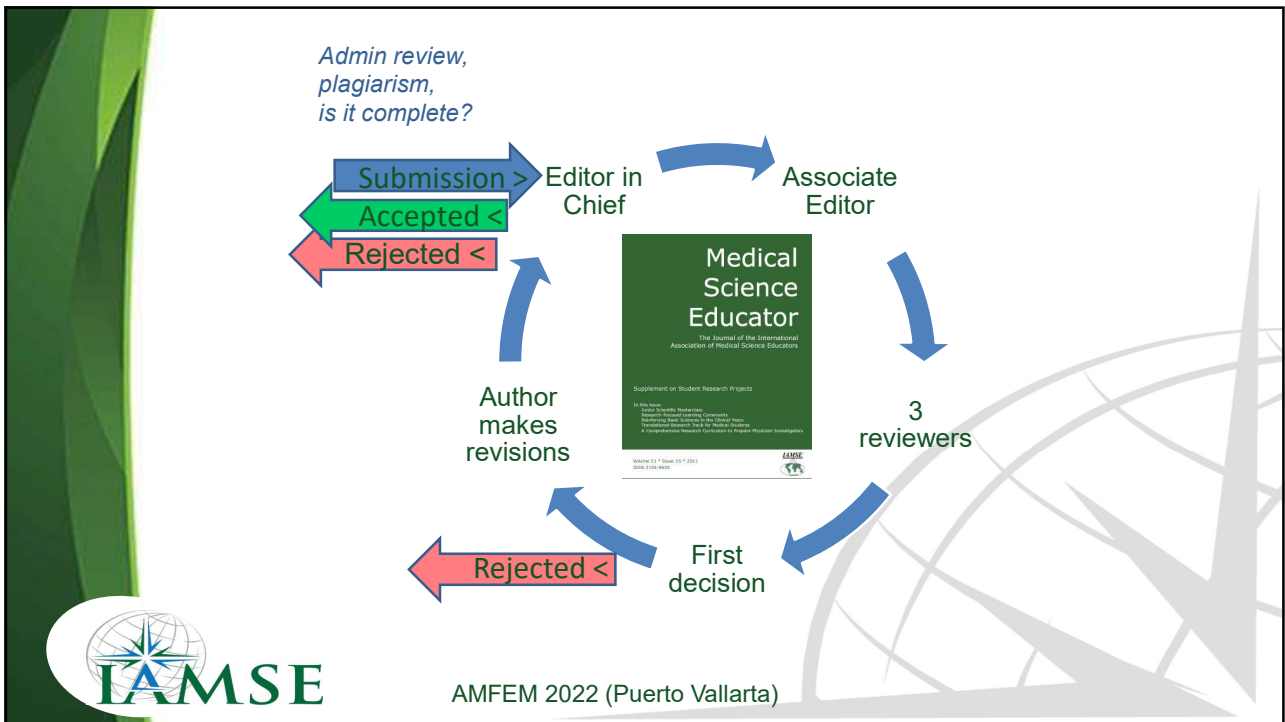
Editors:

- Decide for acceptance or rejection
 - Based on content and review results
 - Based on other factors

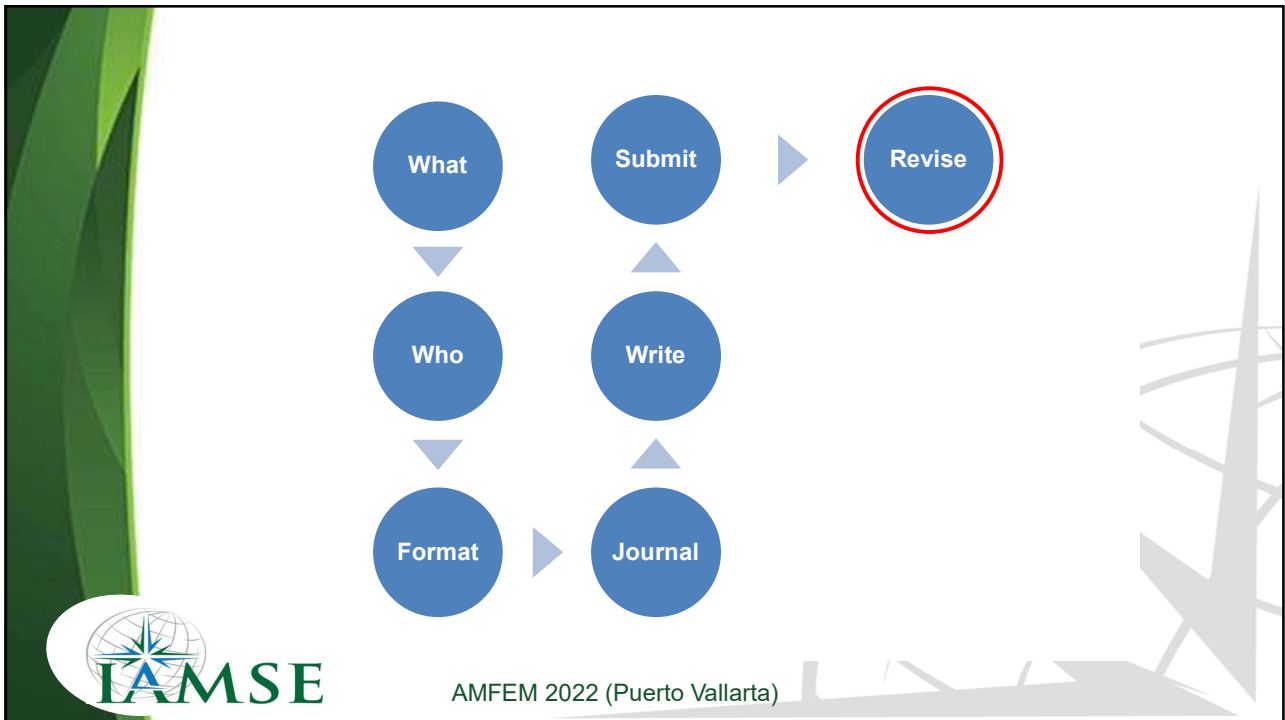


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Revise

Tips for revising your manuscript:

- Read the reviewer comments carefully
- Revise the manuscript
- Explain in a separate letter to the editor how comments have been addressed
- If you disagree with the reviewer, let the editor know why

- The editor evaluates the revisions and your response
- If satisfied, the article will be accepted



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After acceptance

Production process

- Final version formatted to journal style (by Publisher)
- Sign copyright agreement and pay optional Open Access fees
- Proofing by authors
- Publication in print and/or online

For Medical Science Educator

- Freely available to IAMSE members (website) and Springer clients
- Accessible through Springer website



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After publication

Promote your article!

- Mention in the newsletter from your institution
- Add to your LinkedIn profile
- Add to networks such as ResearchGate
- Promote it on social media: Blog posts, Facebook, Twitter, Google+, etc



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Addressing unresolved questions



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Medical Science Educator

International Association of Medical Science Educators www.iamse.org

Journal: Medical Science Educator www.medicalscienceeducator.org

Contact:



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