Converting Your Teaching and Assessment Materials into Educational Scholarship through MedEdPORTAL

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Objectives

By the end of the session, you will be able to:

- describe how your teaching activities could be transformed into MedEdPORTAL submissions
- list the steps of the submission process in MedEdPORTAL
- characterize features of successful submissions
The triple threat of bygone days…
Service

The New Normal

Teaching

Academic work

several light-years
Why publish about education?
Teaching is a legitimate domain for publishing
Taking your teaching to the next level

Good teaching
- Effective
- Purposeful

Scholarly teaching
- Evidence-based
- Innovative

Scholarship of teaching and learning
- Investigation
- Peer review
You have done 80% of the work already

- Planning
- Resourcing
- Getting buy-in
- Executing
- Evaluating
How to turn teaching into scholarship

- annual lectures to residents
- local workshop
- a novel small group teaching method
Publishing in MedEdPORTAL
Unique features of *MedEdPORTAL*…

- AAMC’s open-access, MEDLINE indexed journal
- Peer-reviewed medical and dental educational resources
- Includes all materials needed to implement
- Authors keep copyright
…means some caveats about submitting to *MedEdPORTAL*

- AAMC’s open-access, MEDLINE indexed journal
  - Must adhere to scholarly writing and ICMJE standards
- Peer-reviewed medical and dental educational resources
  - Must have been implemented and evaluated
- Includes all materials needed to implement
  - Materials must be packable and generalizable
- Authors keep copyright
  - Authors must own copyright
Online, open-access Authors retain copyright

Anyone can:
- Read
- Search
- Submit
- Publish
- Download
- Reuse

Creative Commons License
Types of MedEdPORTAL publications

- Games
- Workshops
- Team-Based Learning
- Problem-Based Learning
- Interactive Modules
- Assessment Tools
- Simulation cases
- Standardized Patients
- Virtual Patients
- Lectures
A MedEdPORTAL submission
Screening process

- Submit
- Screen
  - Reject
  - Reject and resubmit
  - Peer review
    - Reject and resubmit
    - Revise
Activities that translate readily to MedEdPORTAL submissions

- **Discrete workshops**
  - Reasonable size
  - Active learning elements
  - Concrete learning objectives

- **Simulation cases (SP or manikin)**
  - Templates are available
  - Content is scriptable

- **Interactive modules (e.g., Captivate)**
  - Exportable for local use
  - Easy to distribute
Activities that are harder to package as MedEdPORTAL submissions

- **Lectures**
  - Tend to be passive
  - Tend to be less unique

- **Assessment tools**
  - Requires several sources of validity evidence

- **Longitudinal courses**
  - Excessive number of appendices
  - Sheer size hinders peer review and usability
Reasons for rejection in MedEdPORTAL

- Widely disseminated (e.g., YouTube, websites)
- Describes process rather than a generalizable activity
- Overlap with prior publications
- Poorly written ESR
Strategies for Preparing the ESR
What is the ESR?

Educational Summary Report

The manuscript for a *MedEdPORTAL* submission

The scholarly description of an educational activity
## Educational objectives

<table>
<thead>
<tr>
<th>Principles</th>
<th>Pitfalls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific</td>
<td>Not learner-centered</td>
</tr>
<tr>
<td>Measurable</td>
<td>Vague</td>
</tr>
<tr>
<td>Attainable</td>
<td>Double-barreled</td>
</tr>
<tr>
<td>Realistic</td>
<td>Process-focused</td>
</tr>
<tr>
<td>Time-bound</td>
<td></td>
</tr>
</tbody>
</table>
Which learning objectives are SMART?

Acknowledge  Calculate  Affirm
Compare  Reflect  Categorize
Describe  Critique  Defend
Realize  Identify  Consider
Understand  Recognize  Think
<table>
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<th>Acknowledge</th>
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The introduction - setting the stage
Structure of the Introduction

Problem
- Disease state
- Healthcare delivery issues
- Learner challenges

Gap
- Literature (including MedEdPORTAL)
- Why these may fall short

Purpose
- Goal
- Learner audience
- Teaching approach
A Game-Based Approach to Teaching and Learning Anatomy of the Liver and Portal Venous System

Robert V. Hill, PhD, Zeinab Nassralah, PhD
Published: March 22, 2018  |  10.15766/mep.2374-8265.10696
### OPTION 1

<table>
<thead>
<tr>
<th>Problem</th>
<th>Games are an effective way to teach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the blood supply to and from the liver is essential.</td>
<td></td>
</tr>
</tbody>
</table>

### Option 2

<table>
<thead>
<tr>
<th>Gap</th>
<th>Games have not been used to teach anatomy, which requires a significant amount of memorization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current approaches to teaching this topic are passive and rote.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Therefore, we created a module to teach liver anatomy and the portal venous system using games.</td>
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</table>
The methods – the recipe for the work
What the methods should address

**Who?**
- learner type
- instructor type

**What?**
- content
- source of content

**Where?**
- curricular setting
- physical setting

**How?**
- instructional method
- instructor training
- evaluation
Scholarly writing practices

FIRST PERSON
ACTIVE VOICE
PAST TENSE
Use subheaders freely

Kern’s-based
- Needs assessment
- Resources
- Design
- Implementation
- Evaluation

Participant-based
- Learners
- Facilitators
- Data collection instruments

Activity-based
- Curricular setting
- Prework
- Lecture
- Game
- Analysis
The results
Kirkpatrick’s pyramid

- Learner perceptions
- Skills or knowledge gained
- Behavior change
- Impact
Holistic Assessment

Satisfaction + "Plus"

- Novelty
- Rigor
- Quality of materials
- Important topic
Suggested order of data presentation

**Quantitative**
- Skills-based
- Perceptions-based

**Qualitative**
- Themes
- Quotes
The discussion – reflection on the activity
<table>
<thead>
<tr>
<th>P1</th>
<th>Summary statement of what was accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>P2</td>
<td>Explanation of the findings</td>
</tr>
<tr>
<td>P3</td>
<td>Challenges and lessons learned from the implementation of the activity</td>
</tr>
<tr>
<td>P4</td>
<td>Limitations of the generalizability and evaluation of the activity</td>
</tr>
<tr>
<td>P5</td>
<td>Next steps for the activity</td>
</tr>
</tbody>
</table>
Deciding where and how to publish (including both)

<table>
<thead>
<tr>
<th>Traditional journals</th>
<th>MedEdPORTAL</th>
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<tbody>
<tr>
<td>• emphasis on results</td>
<td>• emphasis on product</td>
</tr>
<tr>
<td>• generalizability</td>
<td>• usability</td>
</tr>
<tr>
<td>• methodologic details</td>
<td>• implementation details</td>
</tr>
<tr>
<td>• advances the science</td>
<td>• helpful to other faculty</td>
</tr>
<tr>
<td></td>
<td>• “off the shelf”</td>
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Final tips

- Not every teaching activity makes a good MedEdPORTAL submission.
- The ESR needs to align with standards of scholarly writing.
- We have unique technical, copyright, and peer review requirements. Thanks for being patient!
Service

Your New Normal?
Questions?

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