

# “The Secrets to Publishing in *Medical Education Online*: Best Tips Revealed”



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# Objectives

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

- Summarize features of *Medical Education Online* as a “go to” venue for publishing educational research
- Identify types of submissions well suited for *Medical Education Online*
- Recognize (and create) strategies for optimizing publication in *Medical Education Online* (*do's and don'ts*)

## MEO Fun Facts

Fully open-access since first published in 1996. (Vol 26)

### Founding Editor

**David J Solomon, PhD**  
Professor of  
Medicine/OMERAD  
Michigan State University  
Senior Medical Educator

2020 JOURNAL IMPACT FACTOR

**3.298**

[View calculation](#)

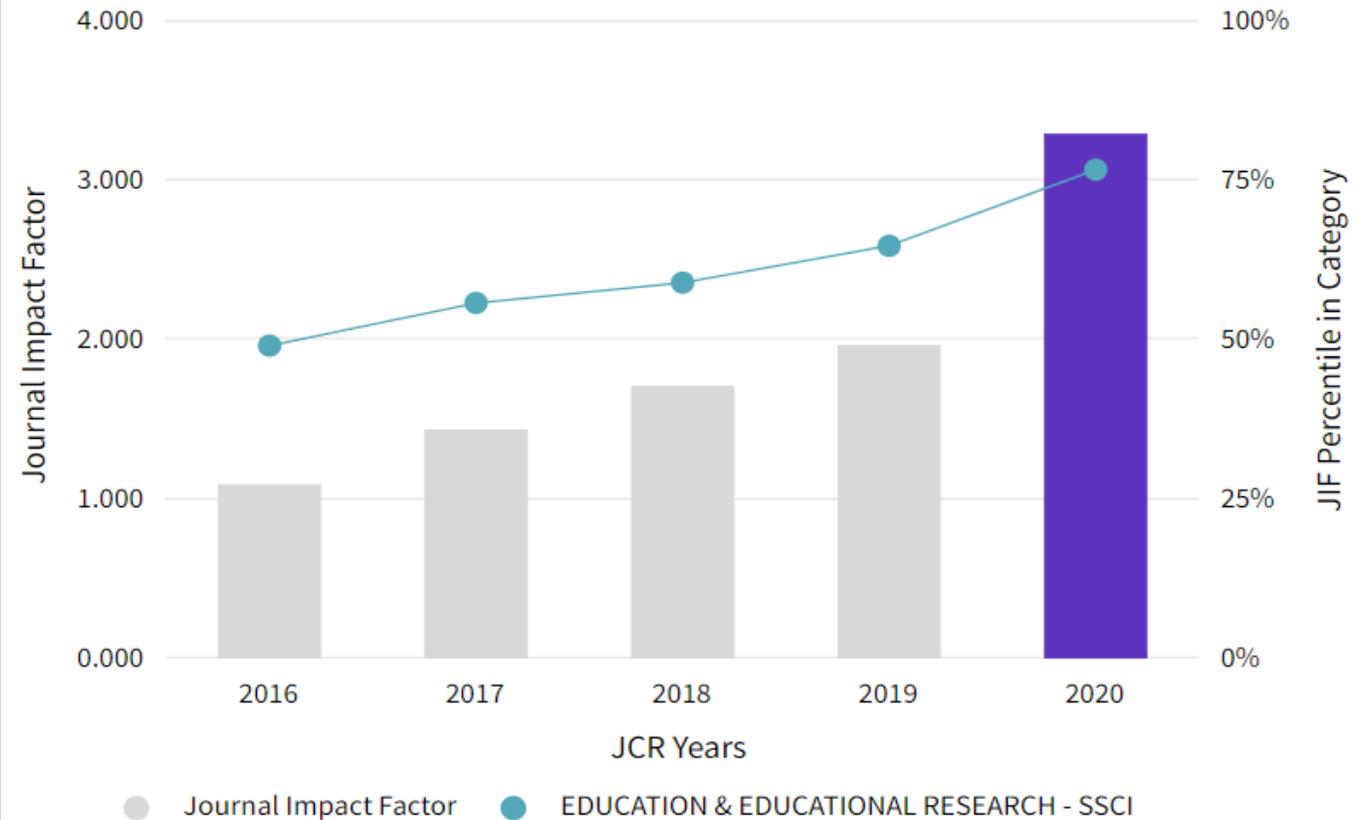
JOURNAL IMPACT FACTOR WITHOUT SELF CITATIONS

**3.202**

[View calculation](#)

### Journal Impact Factor Trend 2020

[Export](#)



## Medical Education Online

***Medical Education Online*** is an open access journal of health care education, publishing peer-reviewed research, perspectives, reviews, and early documentation of new ideas and trends.

*MEO* aims to disseminate information on the education and training of physicians and other health care professionals. Manuscripts may address any aspect of health care education and training, including, but not limited to:

- Basic science education
- Clinical science education
- Residency education
- Learning theory
- Problem-based learning (PBL)
- Curriculum development
- Research design and statistics
- Measurement and evaluation
- Faculty development
- Informatics/web

# Types of submissions well suited for *MEO*

*Medical Education Online* accepts the following types of article:

- Research Articles
- Review Articles
- Short Communication
- Rapid Communications
- Book Reviews
- Feature and Trends articles are typically *invited by the Editors (please contact us if you have an idea)*

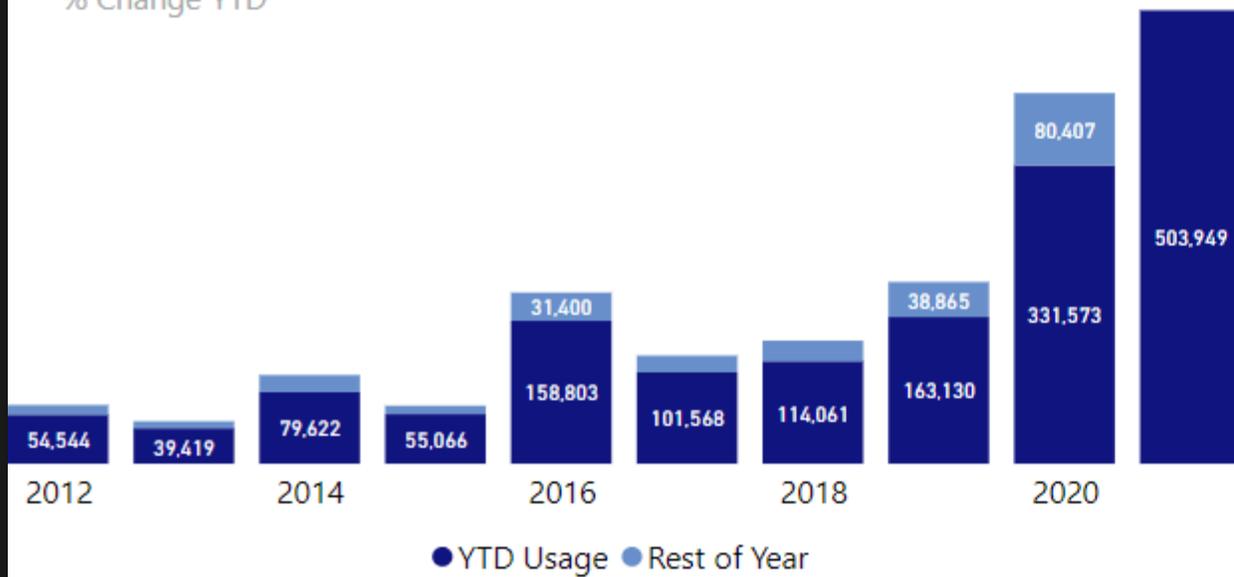
<https://www.tandfonline.com/action/journalInformation?journalCode=zmeo20>

# Usage (Downloads)

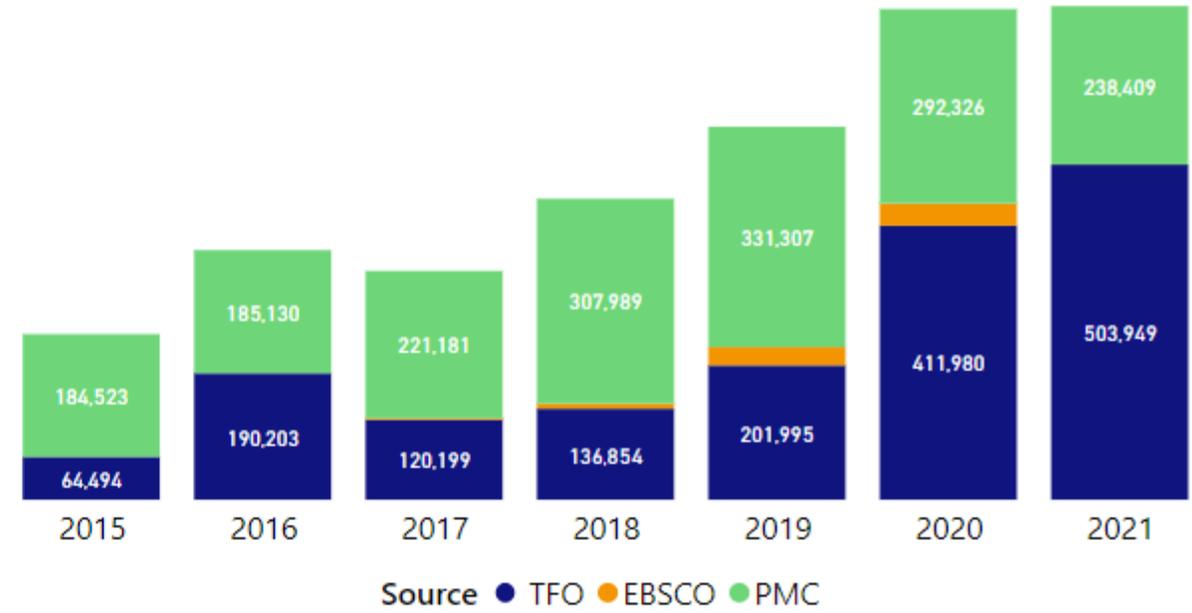
52%

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Usage by Year, with Year to Date Usage



Full Text Downloads by Year and Source



Full Text Downloads by Region (2019 and 2020 Usage)

Full Text Downloads by Country, Last Full Year

# IS *MEO* Right for Your Manuscript?

- Review the scope carefully.
- Read articles from the journal and check for similar articles (good fit).
  - Articles in the journal itself are the best guide.
- Use a similar article as a template.
- Read and follow instructions for authors (submission category)!
- Be familiar with the appropriate style guide.

# DO: Follow the Principles of Good Science

- Build on what was done (do your homework).
- Use rigorous research designs and good outcome measures.
- Adequately describe what you have done.
- Understand and follow the rules of ethical scholarship.

# Consider the Audience

- What will the journal's readers need to know to understand what you did?
- Will you need to explain educational structures or terms?
  - MEO's readers from other countries.
  - Readers specialize in many aspects of medical education.
- Acronyms and "local" jargon must be explained!

# What will get a manuscript rejected

- Title – Does the title draw the reader's attention? (to be continued)
- Abstract – Is it unclear? That is a flag.
- Problem – Is the description lacking or unconvincing (insufficient)?
  - Literature reviewed seems limited.
    - Theoretical/conceptual framework? Relevant?
  - Authors do not make a compelling case for the study/project.
    - Real, ideal, consequences (bridge the gap)

# What will get a manuscript rejected 2

- Methods – are inappropriate to address the problem.
  - Sampling, statistics, pre-post satisfaction, studies that lack comparison groups
  - BE SURE TO INCLUDE THE IRB STATEMENT!
- Results – There is insufficient evidence to support the conclusions or recommendations.
- Discussion – does not address the educational significance of the current study or how the outcomes/processes may be modified by other schools or educators (the “so what” is not convincing).

# What will get a manuscript rejected 3

- Authors do not follow the Instructions for Authors (word count, file format, figures, IRB statement).
- Poor English language – caveat – it depends!
- Relevance is limited to a specific local context\*
- The title draws the reader in but it does not reflect what the study was about.

# Resources

- T&F is a great place for early career authors to start. There are case studies, comments from experienced editors and step-by-step guides.
  - <https://authorservices.taylorandfrancis.com/> [[authorservices.taylorandfrancis.com](https://authorservices.taylorandfrancis.com/)]
- Durning SJ, Carline JD, eds. *Review Criteria for Research Manuscripts*, 2nd ed. Washington, DC: Association of American Medical Colleges; 2015.
  - <https://store.aamc.org/review-criteria-for-research-manuscripts.html>
- O'Brien BC, Balmer DF, Maggio LA. Finding Our Way Through Shades of Gray: 6 Virtues to Guide Researchers in Planning, Conducting, and Writing Up Research *J Grad Med Educ*. 2017;9(5):555-559.
  - [Full Text \[meridian.allenpress.com\]](#) | [PDF \[meridian.allenpress.com\]](#)
- Maggio LA, Sewell JL, Artino Jr AR. The Literature Review: A Foundation for High-Quality Medical Education Research. *J Grad Med Educ*. 2016;8(3):297-303.
  - [Full Text \[meridian.allenpress.com\]](#) | [PDF \[meridian.allenpress.com\]](#)
- Sullivan GM, Simpson D, Yarris LM, Artino Jr AR. Writing Author Response Letters That Get Editors to “Yes.” *J Grad Med Educ*. 2019;11(2):119-123.
  - [Citation \[meridian.allenpress.com\]](#) | [Full text \[meridian.allenpress.com\]](#) | [PDF \[meridian.allenpress.com\]](#)
- Balmer D, Rama J, Simpson D. Evaluation as a Scholarly Activity: Checklist by AEA Standards. *J Grad Med Educ*. 2021. [Link](#)

We welcome new reviewers!  
Let me know if you are interested.

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