

I need a better way to tell my story!

New publication options for educational scholarship

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INTRODUCTION

Within higher education, professional organizations, regulatory authorities, accreditation bodies, and pharmacy educators strive to advance the content and methods of training pharmacy professionals. Simultaneously, pharmacy publications must support evidence dissemination to inform decision-making that improves educational programming and curricula

OBJECTIVES

- 1) Examine publication practices in other disciplines responsive to forms and phases of scholarly inquiry in education
- 2) Design article types that embrace the continuum of inquiry from preliminary problem identification and idea formulation, through describing, testing, and evaluating interventions, and into improving and reflecting on teaching experiences

Table 1. Scholarly Phases and Publishing Options

Scholarly Approach or Phase	Description	Article Type and Journal
Preliminary	Articulating teaching/learning challenges. Encouraging scholarly dialogue.	CPTL Pulses Scholarly Blog, Commentaries (all journals)
Formulating	Describing the need and foundation of a teaching technique or approach. Advocating for methods to move it forward.	Idea Paper (IiP)
Describing	Reporting on a teaching experience (e.g. students were satisfied and they performed well)	Brief (AJPE), Experiences in Teaching and Learning (CPTL), Note (IiP)
Testing	Using experimental designs to determine "Did it work?" and "How well did it work?"	Original Research (all journals)
Evaluating	Triangulating multiple data types from multiple sources to illuminate the complexity in education. Why did it work? How did it work?	Teaching and Learning Matters (CPTL), Case Study Report (IiP)
Improving	Describing cycles of improvement to teaching/learning over time	Quality Improvement (CPTL)
Reflecting	Shares teaching wisdom gained through experience, using reflective practice	Wisdom of Experience (CPTL)

AJPE: American Journal of Pharmaceutical Education; CPTL: Currents in Pharmacy Teaching and Learning; IiP: Innovations in Pharmacy

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Table 2. Academic Blog for Pharmacy Education



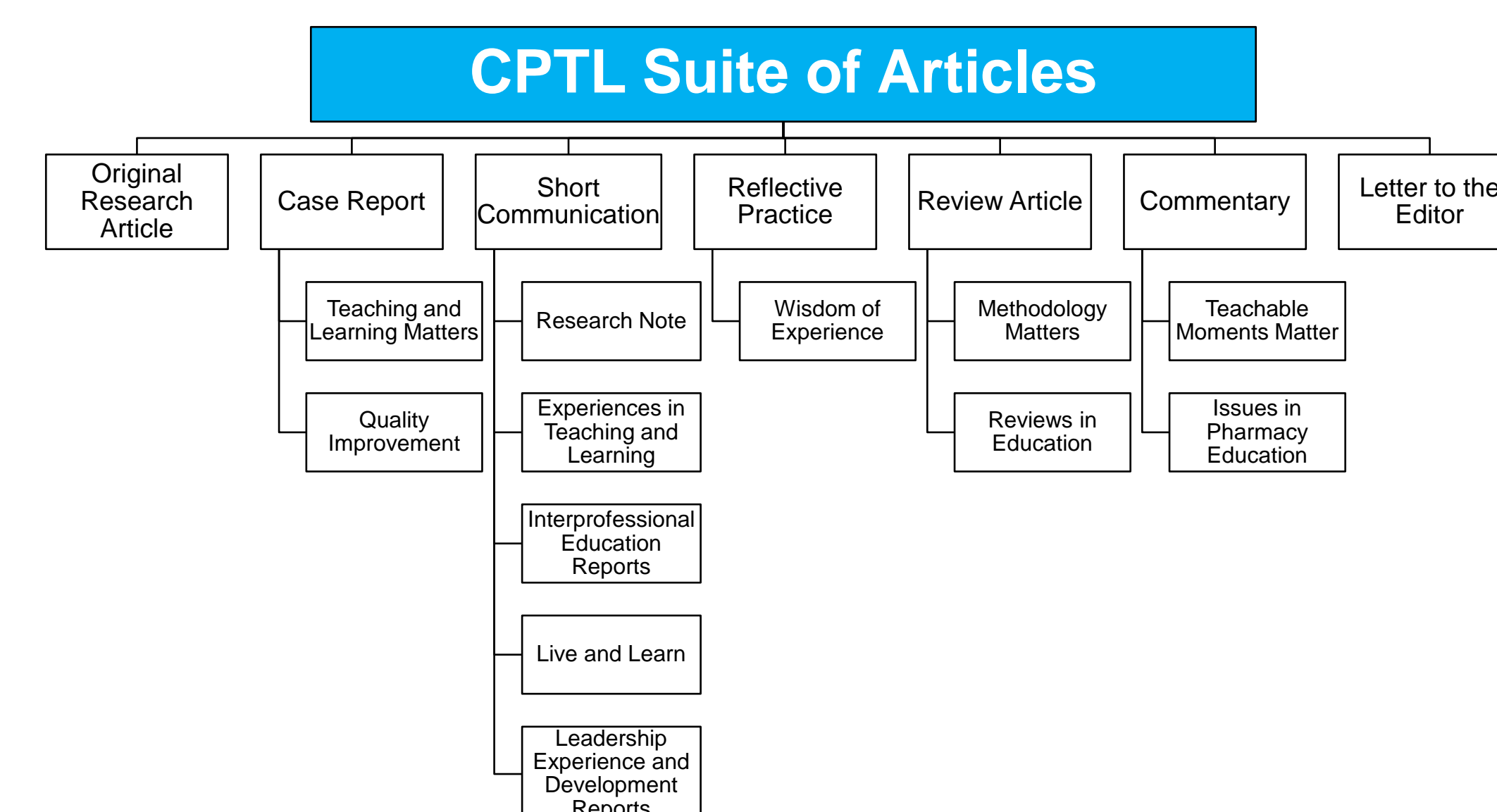
www.cptlpulses.com

- Maximum of 800 words – easier to write and more likely to be read
- Allows sharing of wisdom, insights and experiences
- Seeks to create conversation and dialogue among academics
- Uses peer coaching model
- Easily shared on social media
- Read in 50 countries
- Published as quickly as 1 week

DESIGNING NEW ARTICLE TYPES

Over three years, *Currents in Pharmacy Teaching and Learning* (CPTL) (Elsevier) engaged eight working groups of editorial board members and external scholars in reviews of publication options in health professions education and literature on the structure, quality, and utility of manuscripts. New or revised article types, including guidelines for authors and reviewers, were developed.

A suite of articles was created to enhance expectations and guidelines for original research, reviews, commentaries,¹ and letters to the editor,² as well as eight (8) distinctly new article types (See Table 1 and figure below) and a scholarly blog (i.e. CPTL Pulses) (Table 2). These article types highlight preliminary to advanced phases of inquiry (e.g., Experiences in Teaching and Learning, Quality Improvement, Wisdom of Experience) and important topics in pharmacy education (e.g., LEADeR Reports, Interprofessional Education [IPE] Reports). Prospective authors can learn more through a series of Invitations published by the journal.¹⁻⁷



DISCUSSION

A variety of publication options support prospective authors in sharing early experiences with educational advancements. The suite of articles promotes the development of scholarly lines of inquiry that include progressively more sophisticated education-related questions and rigorous methodologies.

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