Why MedEdPublish?

The number of papers published on the subject of medical education has increased at a higher rate than in any other field in medicine. As a result journals in the field now receive many more articles than it is possible to publish, and many well-written and methodologically sound manuscripts cannot be published because of constraints of space. This mismatch between the papers that merit publication and the space available is concerning as, as McGaghie (2009) has pointed out, to demonstrate scholarship in their field, teachers and other involved in health professions education are expected to publish regularly on topics related to their teaching practice and research.

The internet, however, has transformed publication and Abbasi (2010), editor of the Journal of the Royal Society of Medicine argues that journal readers can and should decide for themselves whether an article has value to them. Relying on the journal editors and two or three reviewers to decide what should and what should not be published prevents this and has the potential to impose a strong element of censorship (Harden & Lilley, 2013). Moreover, as any editor knows, the views of journal reviewers may differ and contradict one another. The time is right to explore a fresh approach.

The publication of more of the work undertaken by the health professions community would therefore be highly advantageous. AMEE is committed to exploring innovation and new approaches to publishing when these approaches have potential advantages to members of the medical education community. For this reason in 2012 AMEE launched MedEdWorld Publish which over the years has evolved into MedEdPublish (ISSN 2312–7996), a highly visible, Open Access, international e-journal which disseminates research and information to support good practice and innovation in health professions education.

A fresh approach

MedEdPublish is a specialist practitioner e-journal that enables academics, teachers, clinicians, researchers and students to publish their experiences and views of teaching, learning and assessment in medical and health professions education and research findings in the field. Contributions might include details and lessons learned from the implementation of a new curriculum, piloting a new form of assessment or transferring an education model to a new context or country. The e-journal publishes four themed issues each year. Each issue contains both papers that contribute to the theme and papers not related to the theme.

Prior to publication manuscripts submitted are screened to ensure their content is appropriate for a medical and health professions e-journal. They are not judged at this stage on their validity, significance or potential impact. This is the function of the innovative peer review process that begins following publication.
This post-publication peer review approach is a cornerstone of the MedEdPublish ethos, as it allows the medical education community to provide feedback and share expertise with colleagues at all levels. Post-publication peer review is also an open and transparent process that avoids editorial bias while increasing the speed of publication (Harden & Lilley, 2013). Post publication review is undertaken by members of the Editorial Board, the panel of reviewers, other authors and contributors and members of the MedEdPublish community. Papers that relate to the quarterly theme also benefit from a review from the MedEdPublish Guest Editor. MedEdPublish Guest Editors are members of the medical education community with expertise in a highly topical area of medical education which is the focus of the quarterly issue.

MedEdPublish offers authors the opportunity to respond to reviews of their papers, and to submit a revised version of their article following peer-review if they wish. Peer review is conducted as a constructive discussion, the aim of which is to enhance understanding of the subject and refine future work. Authors, reviewers and readers are encouraged to discuss papers on the MedEdPublish platform.

MedEdPublish offers...

In summary MedEdPublish offers authors:
1. The opportunity to rapidly publish their activities in the field of education.
2. The opportunity to participate in a transparent post publication peer-review process in which all with an interest in their field can participate.
3. The opportunity to respond and engage with reviews of their work.
4. The opportunity to submit a revised version of their article following peer-review should they wish.

MedEdPublish offers the wider health professions education community:
1. The opportunity to keep up-to-date with developments in health professions education and to learn who is doing what.
2. The opportunity to participate in a transparent post publication peer-review process.
3. The opportunity to engage with others in their field by sharing their experiences through the peer-review and discussion of MedEdPublish papers.

Through this innovative approach to publishing MedEdPublish aims to encourage the sharing of good practice, offer an avenue through which new innovations can be explored, raise the profile of those working in the field, and to encourage the globalisation of medical education expertise.

References