

Guidelines for the submission of teaching resources

Teaching Resources

Teaching resources is the term IJME uses to refer to novel pedagogical or curricular materials or case studies that would interest the readership. Authors submitting a teaching resource for consideration for publication should conform to the following guidelines.

Abstract

This should be very brief and should only be used as a guide to attract the relevant section of the readership.

Introduction

This should position the contribution in terms of the course and level of study. It should also contain any information that would help the reader and reviewer place the contribution in context. This could relate to assessment, instruction, induction, etc. Any learning objectives should be stated along with any guidelines for implementation. Authors should state how the resource could be adapted to suit another course or a higher or lower level of study.

The resource

A suitable copy of the material along with any notes for tutors or other supporting material should be included with the submission. Authors are reminded that the journal is available electronically and so apart from being photocopied, readers may be able to download the resource. Copyright rests with IJME. Please note that IJME is not interested in receiving enhanced lecture notes, presentations, textbook material, quizzes or examinations.

Feedback or evidence

Evidence of how the resource has been received by students and/or tutors must be included. This may not be published, but must be available for reviewers. For example, evidence from course evaluation questionnaires. Peer review is acceptable. For example, the views of other tutors or examiners can be included. If the teaching resource has been used by a tutor other than the author(s) then evidence from this source should be provided. The evidence should not be anecdotal.

Guidelines for reviewers of teaching resources

Does the teaching resource represent new or innovative material or an approach that advances the curricula or pedagogy in this area?

Is it clear who will benefit from using the teaching resource and how these benefits will manifest themselves? For example, improved engagement of students, enhanced assessment benefits, etc.

Is there some evidence of classroom validation and/or peer validation of the resource?

Is there evidence of the efficacy of the resource in terms meeting the educational objectives outlined?

Who would benefit from this teaching resource?

Would you use this teaching resource on one of your courses? If not, why not?