

Medical Education

Mythology Special Issue

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medical education



When I Say ...
How Do We Know?
What Can We Do?
How Might We See?

ASME WILEY

Call for Papers

Myths and legends exist in every culture. Typically, they are so commonly believed that they are not noticed or questioned by most people within the culture. Even in this day and age of “evidence-based education” many myths survive through assumption, authority, or poorly grounded claims that the evidence says ‘such and such’. In an effort to shed light on broadly held views that deserve closer scrutiny, if not outright abandonment, **Medical Education** is planning a special issue on mythology surrounding health professional education.

As with the television show MythBusters™, these articles will be attempts to clarify the extent to which commonly held perspectives stand up to scientific scrutiny. Doing so, for example, might entail conducting a critical study to test a key feature or assumption of the myth, reviewing the existing evidence offered in one or more literatures, or conducting a rigorous historical tracking of the basis on which current beliefs were founded.

Recent examples that offer useful models include critical examinations of the notions that:

1. Observation necessarily changes behaviour: <https://www.ncbi.nlm.nih.gov/pubmed/27580703>
2. Innate abilities play no role in expertise development: <https://www.ncbi.nlm.nih.gov/pubmed/24016168>
3. Educational outcomes are greater if teaching is matched to learning style: <https://www.ncbi.nlm.nih.gov/pubmed/22691144>
4. Brain activity is lessened during lectures: <https://www.ncbi.nlm.nih.gov/pubmed/24965519>

Proposal Deadline

February 1st, 2018

Full submissions

by June 1st, 2018

Submissions

Proposals or queries can be sent to Mahan Kulasegaram (Guest Editor) or Kevin Eva (Editor-in-chief) by emailing med@mededuc.com using the subject heading “Medical Education Mythology”.

To determine whether or not an idea is in scope, interested authors should submit a one paragraph proposal that provides a tentative title for the paper and outlines (a) what myth will be addressed, (b) why that myth is important to the field, (c) what approach will be taken to develop a scholarly article (i.e. type of publication and methodology), and (d) what implications are likely to be derived.

Submissions should NOT simply be attempts to ‘tilt at windmills’ (i.e., to attack imaginary enemies). That is, to be competitive with other submissions, they must offer a compelling and scholarly indication that there is a broadly held belief that deserves to be questioned. Further, they must demonstrate that critically examining the myth offers insight that will help advance educational practice and/or research.

Proposals can be submitted at any time with a deadline of February 1st 2018. Full submissions (around 3000 words) will be expected by June 1st 2018 with subsequent peer review and final decisions being made in the same calendar year.

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