Author Guidelines – Case Report: Teaching and Learning Matters

Teaching and Learning Matters (TALM) Content Guidelines:

Articles in this category focus on describing advancements in teaching and learning practices in pharmacy education. It provides an opportunity to share, in a peer-reviewed environment, the teaching and learning techniques currently being used to advance pharmacy education. While not minimizing the importance of evidence-based teaching and student outcomes, this category is tailored to those authors whose work is in the early stages of implementation. As such, much of or even all of the evidence of the impact of the teaching and learning techniques described in manuscripts in this section of *Currents in Pharmacy Teaching and Learning* (*CPTL*) will rely on smaller cohorts of learners, critical reviews conducted by instructors and students, instructor, peer and/or student reactions to teaching initiatives, and pilot student outcome data. It is anticipated that manuscripts in this category may have no or minimal comparative controls. The niche for this category is dissemination of the everyday opportunities, risks, challenges, and rewards experienced by the authors for the benefit and growth of the *CPTL* readership and the profession. The aim of this article type is to encourage sharing the wisdom that is gained through a scholarly approach to teaching. By sharing this knowledge, it is hoped that others will be (1) inspired to utilize the techniques discussed and (2) join in enhancing the scholarship by supporting the technique. In order to accomplish these goals, the scholarship must be written to a caliber that merits recognition and dissemination. Therefore, this article provides guidance as it relates to the expectations for manuscripts submitted under this category.

Background
- Basic overview of the learning environment sufficient to understand the strategy's fit and context, including attributes of learners
- Background on teaching opportunity or challenge
- Impetus for change
- Summary of literature documenting similar challenges or potential solutions referenced sufficiently to build on previous scholarship

Educational activity
- Description of learning activity/strategy/technique/approach should include the following: any pre-activity learner preparation, an activity description, and any post-activity learner follow-up
  - If a novel use of an existing technique: Clear articulation of the adaptation of the activity/strategy/technique/ approach or its novelty
- Rationale for strategy/approach selected and educational aim/objective
- Required resources, such as physical space, personnel and relevant expertise, training and preparation processes, time to create, and technology
- Methods of assessment of student learning and/or evaluation of strategy:
  - An overview of methods used and rationale
  - Description of assessment's and/or evaluation's tie to the course grade/final assessment (if applicable)
  - Data supporting students learning and/or evaluation of strategy, which may include the following:
    - Learning evaluation (including tool(s) if applicable) (e.g., summaries of rubric ratings and scores)
    - Student evaluations of activity (e.g., course evaluations, focus groups, and surveys)
    - Peer evaluations of educational materials (e.g., slides, exams, assignments, and online support materials)
    - Peer evaluations of instructional delivery
    - Peer review of outcomes of teaching advancement (e.g., student work products)
    - Peer recommendations for improvements of teaching advancement

Critical analysis of the educational activity
- Criteria by which educational activity is critically analyzed, which may include the following:
  - Resources to implement (e.g., time)

- Publically available or locally established standards, thresholds, or benchmarks used to interpret the data on student learning and/or evaluation of the strategy
        - Evidence of drawing together data from multiple sources
- Summary of analysis—a clear and concise statement of the findings of your analysis of the educational activity
- Lessons learned
        - Most rewarding part(s) of developing and implementing this educational activity
        - Most challenging part(s) of developing and implementing this educational activity
        - Planned improvements for this educational activity
- Statement of the work's contribution to previous scholarship
- Implications for the curriculum, to other colleges/schools of pharmacy and/or the profession

A structured abstract using these section headings also should be submitted.

For more information, see the **Teaching and Learning Matters** announcement in CPTL:
http://www.pharmacyteaching.com/article/S1877-1297(14)00122-1/fulltext

Teaching and Learning Matters (TALM) Format Guidelines:

- 5000 word limit (somewhat flexible – contact Editor-in-Chief)
- Use graphs and tables as appropriate to best present the study results; however, do not duplicate data in graphs, tables, and text.
- Tables, figures, and references are not included in the word limit.