Getting published
On *Continuity in Education*

CiE

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https://continuityineducation.org

- Join the **Journal mailing list**: http://eepurl.com/dK3N7A

- See the Journal's **launch announcement**: https://s3-eu-west-1.amazonaws.com/ubiquity-partner-network/up/journal/cie/Launch%20announcement.pdf

The Journal

Five World associations .. one common mission…

*Improve the quality of life for youth
with physical & mental health needs through education*

- **HEAL** (USA): Hospital Educator And Academic Liaison.

- **HELP** Health - Educators - Learners - Parents Alliance

- **HOPE**: Hospital Organisation of Pedagogues in Europe.

- **REDLACEH**: Latin American and Caribbean Network for the Right of Education for Children and Youngsters.
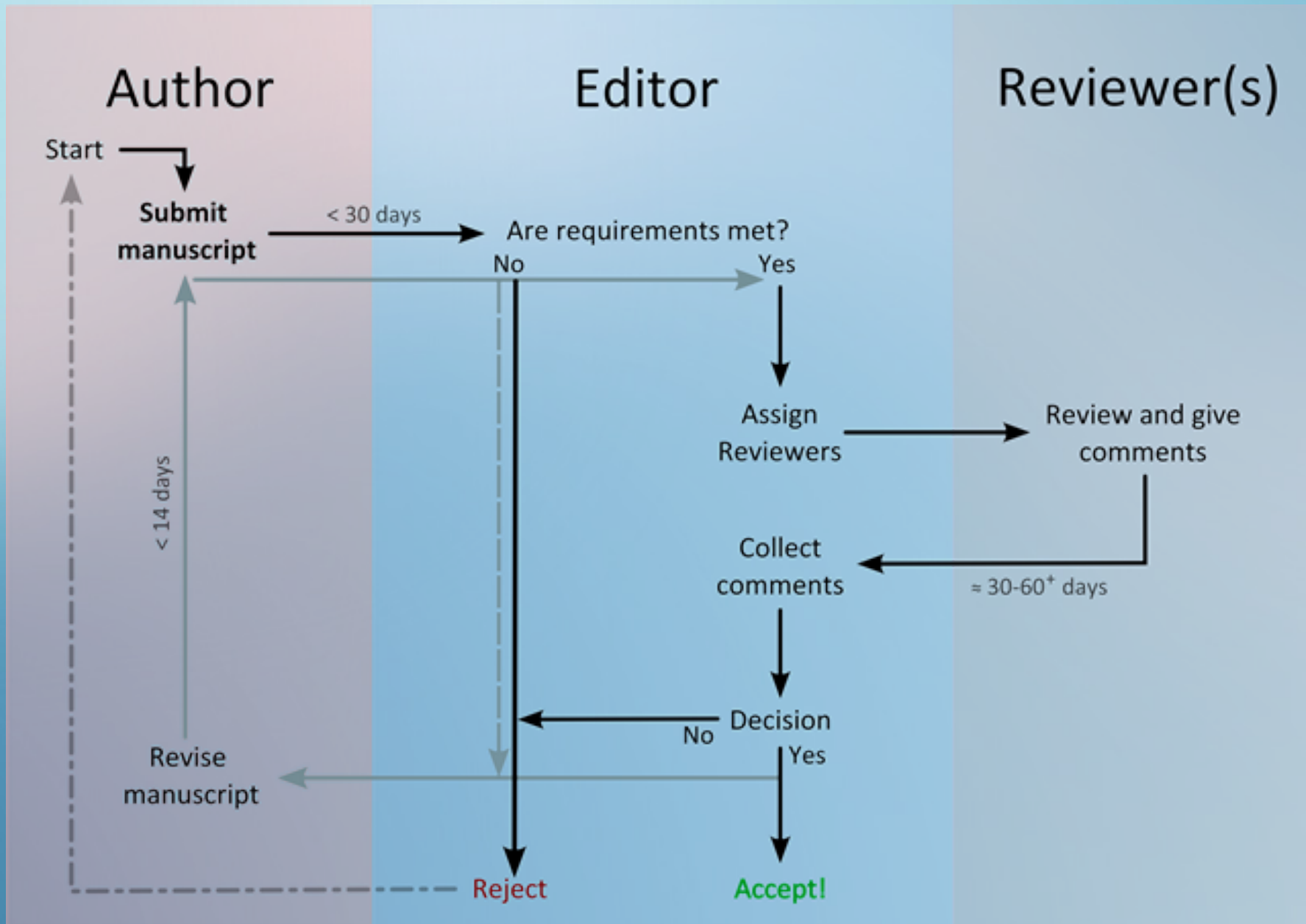
- **NAHE**: (UK) National Association for Hospital Education

Focus of CiE

- Home, hospital and school education and psychology support for children and young people with medical and mental health needs.

- The only scientific journal discussing these issues in a direct and comprehensive way.

- Gathers resources and experiences from national and international associations and hospital teachers worldwide.

- Open to contributions from medical practitioners, nurses, psychologists, educators, child life specialists, play specialists…

- With a section for parents and young people

The review process

Articles types

Articles types are described here:
https://continuityineducation.org/about/submissions/

- Research
- Practice and intervention
- Theoretical/methodological
- Literature Reviews
- Policy descriptions
- Telling my stories
- Resource Review

Research

Qualitative or quantitative research paper

- Qualitative and quantitative research, focusing on the conditions and activities that can foster education in children and young people living with a acute or chronic illness or facing other disruption in their lives.

- **Reporting on evidence** that schools can and do make a difference to personal and interpersonal outcomes, within and beyond learning attainments.

- **Researches are based on evidences** and follow the experimental method.

Research

Typical research paper structure

- **Title and Abstract;**
- **Introduction** (including background with some Literature Review on the subject and a clear formulation of hypothesis or research questions);
- **Methods;**
- **Results;**
- **Discussion;**
- **Conclusion** (including limits of the study and suggestions for further research);
- References.
- A **template** for research articles is available at https://continuityineducation.org/templates.

Practice and intervention

Activities aimed at improving education, health and development

- Empower children with a medical condition.

- Maintain or facilitate their reintegration into everyday life.

- Individual, classroom-based or community level.

- This type of article is **centered on an activity.**

- It is **not** "telling what you have done", it is showing others how they can redo/adapt your activity in their context.

Practice and intervention

Activities aimed at improving education, health and development

- Share the activity with other colleagues around the word, and **give them all the necessary information to adapt it** to their context and replicate it.

- A proper practice or intervention article should always include some kind of **evaluation** of the presented activities.

- A general checklist to write a practice/intervention paper is available here (GREET checklist – see table 4).
  https://bmcmededuc.biomedcentral.com/counter/pdf/10.1186/s12909-016-0759-1.pdf

- A template for CiE's practice articles is available at https://continuityineducation.org/templates.

Table 4 The GREET checklist 2016[a]

BRIEF NAME

1. INTERVENTION: Provide a brief description of the educational intervention for all groups involved [e.g. control and comparator(s)].

WHY - this educational process

2. THEORY: Describe the educational theory (ies), concept or approach used in the intervention.

3. LEARNING OBJECTIVES: Describe the learning objectives for all groups involved in the educational intervention.

4. EBP CONTENT: List the foundation steps of EBP (ask, acquire, appraise, apply, assess) included in the educational intervention.

WHAT

5. MATERIALS: Describe the specific educational materials used in the educational intervention. Include materials provided to the learners and those used in the training of educational intervention providers

6. EDUCATIONAL STRATEGIES: Describe the teaching/learning strategies (e.g. tutorials, lectures, online modules) used in the educational intervention.

7. INCENTIVES: Describe any incentives or reimbursements provided to the learners.

WHO PROVIDED

8. INSTRUCTORS: For each instructor(s) involved in the educational intervention describe their professional discipline, teaching experience/expertise. Include any specific training related to the educational intervention provided for the instructor(s).

HOW

9. DELIVERY: Describe the modes of delivery (e.g. face-to-face, internet or independent study package) of the educational intervention. Include whether the intervention was provided individually or in a group and the ratio of learners to instructors.

WHERE

10. ENVIRONMENT: Describe the relevant physical learning spaces (e.g. conference, university lecture theatre, hospital ward, community) where the teaching/learning occurred.

WHEN and HOW MUCH

11. SCHEDULE: Describe the scheduling of the educational intervention including the number of sessions, their frequency, timing and

Telling my stories

Life Stories, narratives, case studies, personal journals….

- *Stories* coming from patients, family members, medical practitioners, educators, schoolmates, siblings….

- Personal point of view (interviews, narratives, personal journals, reflections)…

- Presented in a way that can inform and improve the work of the professionals in the field.

- See *The Life Story Interview* (https://uk.sagepub.com/en-gb/eur/the-life-story-interview/book7052).

- Email *Michele Capurso* for a template (ciejournal@unipg.it).

Ethics and Consent

Different codes apply based on the context and type of article

For all types of Articles:

- **Always ask consent:**

  - To the parents (written)

  - To the subjects, even if minors (written or verbal)

- **Always guarantee anonymity** (unless the child would be placed at risk by not sharing information).

- **Allow subjects to withdraw at anytime.**

If the research is clinical (that is, conducted in a therapeutic setting or aimed at therapeutic results), you may need the **approval of an ethics committee.**

For educational research or practice, it is a good habit to seek the approval of some local school board or committee.

You'll always need to declare what type of consent and approval you got for the work you are presenting.

Please check
https://continuityineducation.org/ethics-and-consent

What if I Have Never Published Before?

This is a valuable, professional opportunity to publish for the first time!

- The journal aims to encourage academic publications by teachers and related professionals;

- Raising their metacognitive and reflective capabilities in relation to their practice;

- To support the sharing of good practice, ideas and activities internationally.

What if I Have Never Published Before?

There are resources for you!

- CiE website has many tools available to make the process straightforward: check out our templates, authors guidelines, checklists….

- CiE Editorial Team is available for guidance; don't be afraid to ask!

- Create an editorial workgroup in your school;

- Get in touch with other people who can help (PhD students, doctors and nurses, local university…);

- Check out your hospital electronic library

- Check out your hospital's research department

Spread the news

The Journal needs your help
to spread the news about its activities

- **Tweet or Facebook** about the journal through your personal and institutional accounts.

- **Post a link** to https://continuityineducation.org or and an RSS feed on your **school website**.

- **Share the news** with your colleagues.

- Create local workgroups to work on an article.

- **Join the journal mailing** list to stay in touch.

Split in two groups:

Research (Tony)

Practice (John)

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