

Call for Papers for a special issue of the „Journal of Higher Education Research“

Treating patients, doing research and teaching students. Challenges and opportunities for university medicine

University medicine holds a key position at the intersection of science and the health care system through its unique triple mandate of training physicians and other health professionals, delivering high-quality patient care, and performing innovative research. While the medical profession was and is one of the most attractive and respected ones, this field has witnessed profound and challenging developments in the past decades, mainly driven by technological, epidemiological, and demographical changes. Consequentially, medical educators face the challenge of preparing their students for tomorrow's clinical and research work environments, which may be quite different from today's.

Moreover, doctors are not only increasingly required to base their treatment recommendations on up to date evidence, they should also contribute generating that very evidence through disciplinary and interdisciplinary research, grounded in clinical experience. Furthermore, academic research in medicine is becoming more competitive and dynamic through rapid technological developments that affect all scientific disciplines. Consequently, developing research competencies in medical education and beyond, as well as training physician-scientists, are essential factors for advancing the field and promoting evidence-based medicine.

Other challenges for university medicine emerge from medical students' educational and career choices, e.g., for a certain specialisation or an academic career, for continuing education or for working part-time, which have profound implications on our health care system. Generational shifts in career preferences, like the declining interest in general practice, may also endanger the provision of certain medical services.

Finally, however, digitalisation, as an ongoing societal trend, also impacts and transforms the health care system. In the near future, technological tools and algorithms will become more powerful in identifying diagnoses and suggesting therapies. It is expected that this will also affect physicians' professional role towards more interprofessional teamwork, communication with patients, and management responsibilities.

All these developments are connected to ongoing reforms in medical undergraduate and postgraduate education; however, the efficacy of these reforms must be evaluated now and in the future. A growing amount of literature addresses the domains of medical education and higher education research in medicine. However, many urgent questions are still not adequately addressed. For these reasons, the *Journal of Higher Education Research* wants to dedicate a special issue to medical education. The publishers invite contributions from researchers that address relevant aspects of medical education, medical research, and the medical profession from disciplinary or interdisciplinary viewpoints, in a national or international perspective.

Topics may include, but are not limited to:

- Learning sciences research in medicine (e.g., didactics and teaching methods, assessment and certification)
- Undergraduate education (e.g., curricular developments, student selection, admission, study success, scientific literacy, and competence)
- Graduate medical education (e.g., specialty choice, further/ongoing education)
- Medical careers (e.g., career choices, early career experiences, work-life balance, dropout of the curative sector)
- The pursuit of academic research in all educational and career stages (e.g., research activities of students, challenges of pursuing an academic research career)
- Interprofessional education and learning (e.g., interprofessional teams in the workplace, study programs outside the medical profession)
- Digitalisation in medical education, research, and teaching (e.g., digitally assisted patient communication, gamification, and other digital teaching methods)

The publishers welcome different types of manuscripts, such as articles providing an overview of a particular topic (systematic reviews), research articles, research notes, and insights into the practice (cp. www.bzh.bayern.de, see "Guidelines for authors"). They have to be written in British English.

We ask all authors interested in publishing a contribution to submit their abstract (up to 600 words) with the basic outlines of the proposed manuscript until **December 15th, 2019**. The publishers will review all abstracts and decide whether the proposed subject matter is suitable for publication. If this is the case, authors will be invited to hand in a full article until **July 1st, 2020**, which will be subjected to a double-blind peer-review by independent experts.

"Journal of Higher Education Research" is one of the leading journals in the area of higher education research in Europe, publishing both German and English articles. It is characterised by high-quality standards through peer review, a broad spectrum of topics, and an extensive reach. Publications follow the gold open access standard. The journal is directed at scientists who are concerned with questions relating to higher education and its development as well as at political decision-makers, higher-education managers, employees in higher-education administration, ministries, and scientific and higher-education organizations. Head editor is Dr. Lydia Hartwig (IHF); responsible editors for the special issue are Dr. Nurith Epstein (LMU München), PD Dr. phil. habil. Martin Gartmeier (TU München), Prof. Dr. Yvette Hofmann (IHF), Dr. Johanna Huber (LMU München), Dr. Maike Reimer (IHF) und Prof. Dr. Marjo Wijnen-Meijer (TU München).

We are looking forward to your submission!

Deadlines:

Submission of abstracts: December 15, 2019

Submission of the full article: July 1st, 2020

Please send your submissions to: beitraege@ihf.bayern.de

For any further questions, please contact: reimer@ihf.bayern.de