

# **Navigating Medical Education Journals:**

## **A Trainee's Perspective**

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## 1.Introduction

For medical trainees navigating the complex landscape of medical education, access to high-quality, relevant literature is essential - not only for academic development but also to foster a scholarly approach to clinical practice.

Although not exhaustive, this document presents a comparative overview of seven prominent medical education journals. The selection was based on predefined criteria including accessibility, relevance, frequency of trainee-focused content, and overall impact within the field of medical education, alongside an element of subjective preference. The aim is to identify which journals most effectively support learning, educational development, and professional growth during the formative stages of a medical career.

Each journal was evaluated from the perspective of a higher specialist trainee in medicine with a keen interest in medical education. The appraisal reflects the author's personal experience as a seasoned clinician and academic, supported by a review of official website content and AI-assisted analysis (via Copilot). The document was critically edited by colleagues in Faculty Development at Queen Mary University of London and its Malta Campus. (NAMES?)

For each journal listed, the proportion of freely accessible articles was recorded based on the two most recent editions published prior to July 15th, 2025, or journal articles published in the two months prior to this date. Variations in the time frame reflect differences in how journals classify and release content.

Recognizing the importance of Impact Factors (IFs) as a widely used metric to assess the relative prestige of academic publications (Waltman et al., 2021, *F1000 Research*), the latest IFs as of August 1st, 2025, are also included for each journal.

### **Disclaimer:**

This document reflects the personal appraisal and experience of the author, supported by AI-assisted analysis and peer input. It is intended as a general guide for trainees and does not represent an official endorsement of any journal. Readers are encouraged to consult original sources and exercise their own judgment when engaging with academic literature. The Percentage of articles with free access was calculated manually over a three month period and is intended to be indicative rather than a formal value.

The journals reviewed, listed in strict alphabetical order, are:

- *Academic Medicine*
- *Advances in Health Sciences Education*
- *BMC Medical Education*
- *Medical Education*
- *Medical Teacher*
- *Perspectives on Medical Education*
- *The Clinical Teacher*

## 2.1 Academic Medicine Journal

Impact Factor: 5.3 (2025)

Percentage of articles that are free access: 53% open access

*Academic Medicine* Journal is published by the Association of American Medical Colleges (AAMC). It stands out for its prestige and influence in shaping policy and leadership in medical education. *Academic Medicine* is a broad-spectrum journal including content on education and training, health policy, institutional management, and clinical practice in academic settings.

For the Higher Trainee in medicine, *Academic Medicine* follows a rigorous peer-review process, which makes it a valuable source for evidence-based insights and institutional perspectives. However, the journal's focus on broader academic and policy issues may feel somewhat distant from the practical day-to-day bedside clinical and educational experiences and teaching tips for trainees, and publishing here can be quite competitive.

### Key Takeaway:

Ideal for trainees interested in leadership, policy, and academic career pathways. Offers high-level insights into the structure and future of medical education, though less focused on immediate clinical teaching needs.

### Sample Journal Titles:

Hari, R., Oppliger, S., Dolmans, D.H.J.M., et al. (2025). Comparison of practical skills teaching by near-peers and faculty. *Academic Medicine*. July: 100(7).

Chen, C., Petterson, S., Phillips, R.L. et al. (2013). Toward Graduate Medical Education (GME) Accountability: Measuring the Outcomes of GME Institutions” – Highlights systemic reform and accountability in postgraduate training. *Academic Medicine*. Sept: 88(9).

## **2.2 *Advances in Health Science Education Journal***

Impact Factor: 3.3 (2024)

Percentage of articles that are free access: 91% open access

*Advances in Health Science Education* is a peer reviewed journal published by Springer. This journal is appealing for its strong emphasis on theory-informed educational research, which can deepen a trainee's understanding of learning science, as it links to clinical practice. It's ideal for trainees interested in the scholarly underpinnings of teaching and assessment. Such a strong theoretical grounding helps trainees understand the "why" behind educational practices. Through this approach it also encourages interdisciplinary thinking and educational scholarship. On the downside the articles may tend to be highly academic and seemingly dense, which might be less appealing for trainees seeking quick, practical takeaways for clinical teaching

### **Key Takeaway:**

A strong choice for trainees curious about the science behind learning and assessment. Best suited for those with an interest in educational theory and research methodology.

### **Sample Journal Titles:**

Fonseca, M., Marvao, P., Rosado-Pinto, P., et al. (2025). Promoting clinical reasoning in undergraduate family medicine curricula through concept mapping: a qualitative approach. *Advances in Health Science Education*. June, (30).

Ding, H., & Homer, M. (2024). Tailoring support following summative assessments: a latent profile analysis of student outcomes across five medical specialities. *Advances in Health Science Education*. July (3)

Veasey. K., Notebaert. A., & Robertson. E.M. (2025) Medical student perceptions of establishing effective clinical communication" – Qualitative insights into communication training. *Advances in Health Science Education*. August

## 2.3 BMC Medical Education Journal

Impact Factor: 3.6 (2024)

Percentage of articles that are free access: 100% open access

*BMC Medical Education* is a peer reviewed journal published by BioMed Central (Springer Nature). It is an open-access journal covering all aspects of education and training for healthcare professionals at all levels including digital learning, curriculum design, evidence-based interprofessional education, and student support. *BMC Medical Education* is also relatively approachable for early-career researchers looking to publish. However, the broad scope and variable article content may in the process leave an impression of lack of depth and somewhat lack of focus on advanced content.

### Key Takeaway:

Accessible and inclusive, making it a great entry point for trainees exploring medical education literature. Offers practical studies and innovations, especially in digital and global education.

### Sample Journal Titles:

Tanrioover, O., Gemici, E., Arisin, K., et al. (2025). Exploring the association between mindfulness and imposter syndrome in medical students: a cross-sectional study. *BMC Medical Education*. August (25).

Ren, J.G., Li, R.F., Zhang, W., et al. (2025). Effect of digital virtual reality simulator on pre-clinical dental surgical skill training. *BMC Medical Education*. August (25).

Khurshid, Saba., Khurshid, Shumaila, Toor, H.K. (2025). Burnout as a mental health challenge among students in Pakistan: a qualitative study of its triggers, impacts, and support needs. *BMC Medical Education*. August (25)

## 2.4 *Medical Education Journal*

Impact Factor: 5.2 (2024)

Percentage of articles that are free access: 87% open access

*Medical Education* is a peer reviewed journal published by Wiley. It is widely respected and often the cited go-to journal for cutting-edge research and conceptual innovation. For trainees interested in educational scholarship or pursuing academic careers, it offers rich insights into faculty development, teaching methods, curriculum design, advanced educational theory, assessment, feedback, and identity formation. One notable regular section in this journal is the Really Good Stuff segment that explains lessons learned through innovation in medical education. The challenge lies in its high editorial standards and abstract-heavy content, which may be intimidating for those new to educational research.

### **Key Takeaway:**

A top-tier journal for trainees aiming to deepen their understanding of educational theory and practice. Particularly valuable for those considering scholarly work or academic roles in education.

### **Sample Journal Titles:**

Akhtar, N., Casas, R. (2025). Humanities across clerkships: a longitudinal course on professional identity formation. *Medical Education*. August.

Tarafdar, S.A., Seoudi, N., Luo, R., & Winston, K. (2025). Experiences of medical students and doctors with dyslexia: a systematic review. *Medical Education*. 59(8)

Lama, A., Hedrick, J. (2025). Beyond the handoff: A longitudinal approach to student feedback and coaching in the clinical clerkship curriculum. *Medical Education*. 59 (From, Really Good Stuff Section)

## 2.5 Medical Teacher Journal

Impact Factor: 4.7 (2024)

Percentage of articles that are free access: 33% open access

*Medical Teacher* Journal is a peer reviewed journal published by Taylor and Francis and is backed by the Association of Medical Educators of Europe (AMEE), a global organisation that promotes excellence in health professional education. *Medical Teacher* offers a balance of practical and scholarly content, making it a solid choice for trainees and covers teaching methods, assessment strategies, curriculum development, and faculty development. *Medical Education* offers a platform for innovation and includes Best Evidence Medical Education (BEME) reviews, which synthesize high-quality evidence to inform educational practice. However, the journal's broad scope can sometimes dilute its relevance to specific trainee concerns, and navigating its diverse content may require some filtering, particularly in those articles that are geared toward senior educators and administrators.

### Key Takeaway:

Balanced and internationally oriented, offering both practical tools and scholarly perspectives. Useful for trainees involved in curriculum design or faculty development.

### Sample Journal Titles:

Becher, A., Lefstein, A., et al. (2020). Teaching as a clinical profession: adapting the medical model. *Medical Teacher*. 72(4).

Orsini, C., Imafuku, R., Jennings, B., et al. (2025). What influences clinical educators' motivation to teach? A BEME systematic review and framework synthesis based on self-determination theory. BEME Review No.90. *Medical Teacher*. 47(5)

Coulter, E., McQueen, C., Abu Jurji, Z. et al. (2025). Development and delivery of justice, equity, diversity, inclusion, and anti-oppression concepts in entry-level health professional education: A scoping review: BEME Guide No.88. *Medical Teacher*: 47(3)

## 2.6 Perspectives on Medical Education Journal

Impact Factor: 3.9 (2025)

Percentage of articles that are free access: 100% open access

*Perspectives on Medical Education* is a peer reviewed, open-access journal published by the Netherlands Association for Medical Education (NVMO). This journal is popular among trainees for its reflective and inclusive approach to medical education and serves as a platform for publishing scholarly work, especially qualitative and narrative studies. *Perspectives on Medical Education* positions itself at the intersection of theory and practice, and often features articles on identity, equity, and the lived experience of learners - topics that resonate deeply with those navigating complex training environments. Its interdisciplinary collaborative approach helps to cross bridges encouraging joint contributions from clinicians, educators, and researchers. While its tone is engaging and its scholarship accessible and collaborative, it may seemingly be less focused on hard data or traditional educational metrics.

### Key Takeaway:

Engaging and reflective, with a focus on the lived experience of learners. Encourages critical thinking and personal growth, making it especially relevant for trainees navigating identity and professional development

### Sample Journal Titles:

Cohen, D.A., Shadmi, L., Biderman, A., & Yakov, G. (2025). 'As you set out for Ithaca'. VIEW- A visual tool for teaching ethical decision making in medical practice. *Perspectives on Medical Education*. 14(1)

Brouwer, H.J., Buurma.E., de Groot, E., et al., (2025). Boundary spanning behaviour of clinician-teachers in the classroom. *Perspectives on Medical Education*. 14(1)

Roche, A., Rodriguez Turcot, A.A., St-Pierre, A., et al. (2025). Learning by concordance approach in health professions education: a scoping review (an approach to learning about clinical reasoning in HCP). *Perspectives on Medical Education*. 14(1)

## 2.7 The Clinical Teacher Journal

Impact Factor: 1.4

Percentage of articles that are free access: 55% open access

*The Clinical Teacher* is a peer reviewed journal published by Wiley. This journal is particularly trainee-friendly, with concise articles focused on practical teaching tips, case studies, and reflections from clinical educators. In so doing it is particularly helpful to bridge the gap between clinical practice and education. It's a great resource for those actively involved in bedside teaching or mentoring being a source of practical teaching tips and reference for teaching portfolios. Notable regular sections in this journal are the Digital Summaries of research from other leading education journals, and the Clinical Teacher's Toolbox which is a series of commissioned articles that provide concise, practical, evidence-based introductions to experienced and new clinical teachers. While its accessibility is a strength, its lower impact factor and limited theoretical depth might make it less appealing for those seeking to publish rigorous research.

### Key Takeaway:

Highly practical and immediately relevant for trainees involved in bedside teaching or mentoring. A quick read with actionable insights, though less suited for academic publishing.

### Sample Journal Titles:

Bennett-Weston, A., Harrell, C., Ward, A., et al. (2025). Co-producing an empathy-focused medical curriculum with patients, educators, and students. *The Clinical Teacher*. April

Lvallee, J.F., Horne, R., Scotchburn, H., et al. (2025). Preparation for practice: facilitating the transition from student to physician associate. *The Clinical Teacher*. July

Wilesmith, S., Mandrusiak, A., Lang, R., et al. (2025). Educational interventions to develop and enhance clinical documentation skills in health professional students: a systematic review. May

### 3. Conclusion

This comparative overview offers a practical guide for medical trainees seeking to engage with the medical education literature in a meaningful and strategic way. By evaluating seven prominent journals through the lens of accessibility, relevance, and impact, this document provides a trainee-centred perspective that complements traditional academic metrics. While the selection and appraisal process involved subjective elements, it was grounded in clinical and academic experience, supported by AI-assisted analysis and peer input from faculty development colleagues.

Ultimately, this resource aims to empower trainees to make informed choices about where to direct their scholarly attention, fostering a more intentional and enriching engagement with medical education during the formative stages of their careers.

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### 4. References:

Ahsan, Z. (2025). Integrating artificial intelligence into medical education: A narrative systematic review of current applications, challenges, and future directions. *BMC Medical Education*, 25, 1187.

Baños, J. E., & Guardiola, E. (2018). Literature in medical teaching: The crucial importance of literature in the education of medical students. *Mètode Science Studies Journal*, 8, 215–221.

Waltman, L., & Traag, V.A. (2021). Use of the journal impact factor for assessing individual articles: statistically flawed or not? *F1000 Research* (366)

## 5. Summary Table

| Journal                               | Impact Factor | Focus Area(s)                                     | Unique Contribution                                      |
|---------------------------------------|---------------|---------------------------------------------------|----------------------------------------------------------|
| Academic Medicine                     | 5.3           | Policy, leadership, academic medicine             | High-level discourse on institutional and policy issues  |
| Advances in Health Sciences Education | 3.3           | Theory-practice link, empirical studies           | Strong theoretical grounding and interdisciplinary reach |
| BMC Medical Education                 | 3.6           | Open access, curriculum, assessment               | Inclusive, accessible research with global reach         |
| Medical Education                     | 5.2           | Conceptual and practical educational research     | Leading journal for innovative and global perspectives   |
| Medical Teacher                       | 4.7           | Teaching methods, curriculum, faculty development | Practical innovations and AMEE-backed research           |
| Perspectives on Medical Education     | 3.9           | Collaborative scholarship, identity, equity       | Reflective, interdisciplinary, and socially conscious    |
| The Clinical Teacher                  | 1.4           | Clinical teaching, practical guidance             | Clinician-focused, concise and applied content           |