

**Faculty Development Fellowship  
Educational Research Track (ERT)  
ERT-1 2018 Curriculum**



<b>Meeting Day/Time</b>	Mondays, 2:00 pm – 4:00 pm
<b>Meeting Location</b>	In Person: GB-1238, Harrison Education Commons WebEx on request
<b>Fellowship Director</b>	A.J. Kleinheksel, PhD, CHSE <a href="mailto:akleinheksel@augusta.edu">akleinheksel@augusta.edu</a> (706) 721-0105
<b>Texts &amp; Other Resources</b>	<ul style="list-style-type: none"> <li>• Creswell JW. <i>Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research</i> (4<sup>th</sup> Ed.). New York: Pearson, 2012.</li> <li>• IBM SPSS Statistics (Version 25): A license request can be made through the 1-4000 HelpDesk</li> <li>• Endnote (Version 8): <a href="https://gru.service-now.com/kb_view_customer.do?sysparm_article=KB0010779">https://gru.service-now.com/kb_view_customer.do?sysparm_article=KB0010779</a></li> </ul>
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Access and critically read research literature in medicine, education, and other domains.</li> <li>2. Understand theory and empirical findings in one’s own research area.</li> <li>3. Formulate a research question and for quantitative studies, operationalize variables.</li> <li>4. Design a descriptive and/or explanatory study.</li> <li>5. Collect and analyze data.</li> <li>6. Evaluate and discuss research findings.</li> <li>7. Prepare a research proposal suitable for submission to one’s research area (conference or peer-reviewed journal).</li> </ol>

Date	Topic	Readings & Assignments
Jan 8	Introduction	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Review the EII's Navigating Educational Research Website to get an overview of the educational research process: <a href="http://jaguware.com/Navigating_the_IRB/">http://jaguware.com/Navigating_the_IRB/</a></li> <li>Review upcoming assignments.</li> </ul>
Jan 15	NO CLASS	<p style="text-align: center;"><b>NO CLASS</b></p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Identify which journals are important in your field and sign up for RSS feeds so you can see the kinds of articles that are being published in these journals.</li> <li>Contact mentors who can assist you throughout the research process. Choose <i>one internal and one external</i> mentor. These should be people who could serve in one or more of the following capacities: a) help you understand the current research in your area of interest, b) be willing to help you frame your research question, c) guide your thinking about the research area, d) provide resources such as data, articles, contacts, etc.</li> <li>Complete CITI training, if you have not already done so: <a href="http://www.augusta.edu/research/explore/human-research-program/irboffice/citi.php">http://www.augusta.edu/research/explore/human-research-program/irboffice/citi.php</a></li> </ul>
Jan 22	Educational Scholarship & Research	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>Glassick, C.E. (2000). Boyer's expanded definitions of scholarship, the standards for assessing scholarship, and the elusiveness of the scholarship of teaching. <i>Academic Medicine</i>, 75, 877-880.</li> <li>Beattie, D.S. (2000). Expanding the view of scholarship: Introduction. <i>Academic Medicine</i>, 75, 871-875.</li> <li>Simpson, D., Fincher, R.M.E., Hafler, J.P., Irby, D.M., Richards, B.F., Rosenfeld, G.C., &amp; Viggiano, T.R. (2007). Advancing educators and education by defining the components and evidence associated with educational scholarship. <i>Medical Education</i>, 41, 1002-1009.</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Create a Box account, if you don't already have one.</li> <li>Request access to the IRBnet system, if you have not already done so: <a href="https://www.irbnet.org/release/public/register.jsp">https://www.irbnet.org/release/public/register.jsp</a></li> </ul>

<p>Jan 29</p>	<p>The Educational Research Process</p>	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Creswell, J. (2012) Chapters 1 &amp; 2</li> <li>• Beckman, T.J. &amp; Cook, D.A. (2007). Developing scholarly projects in education: A primer for medical teachers. <i>Medical Teacher</i>, 29, 210-218.</li> <li>• Cook D.A., Bordage, G., &amp; Schmidt, H.G. (2008). Description, justification and clarification: A framework for classifying the purposes of research in medical education. <i>Medical Education</i>, 42, 128-133.</li> <li>• O'Brian, B., et al., (2016). Scholarly conversations in medical education. <i>Academic Medicine</i>, 91, S1-S9.</li> <li>• Ringsted, C., Hodges, B., &amp; Scherpbier, A. (2011). The research compass: An introduction to research in medical education: AMEE Guide No. 56. <i>Medical Teacher</i>, 33, 695-709</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Set up an appointment to meet with Gail Kouame or Kathy Davies at the Greenblatt library (1439 Laney-Walker Boulevard) to familiarize you with how to search the health professions education literature. Bring whatever articles and resources you already have with you when you meet so they will understand what kind of literature you will be searching.</li> <li>• Start a personal library in your Box account of two types of educational research articles: (a) well-written or well-articulated exemplars and (b) examples of research designs (e.g., survey design, program evaluation) or statistical analyses (e.g., ANOVA, paired-samples t-test).</li> </ul>
<p>Feb 5</p>	<p>[Individual Project Consultations]</p>	<p style="text-align: center;">Let's Talk!</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Discuss your literature review to date.</li> <li>• Begin formulating your educational research question.</li> </ul>
<p>Feb 12</p>	<p>Reviewing and Evaluating Literature</p>	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Creswell, J. (2012) Chapter 3</li> <li>• Jack, L. (2010). Appraising quantitative research in health education: Guidelines for public health educators. <i>Health Promotion Practice</i>, 11 (2), 161-165</li> <li>• Maggio, L. A., Sewell, J. L., &amp; Artino Jr, A. R. (2016). The literature review: A foundation for high-quality medical education research. <i>Journal of Graduate Medical Education</i>, 8(3), 297-303.</li> <li>• Sewell, J. L., Maggio, L. A., &amp; Artino Jr, A. R. (2016). Planning the literature review. <i>Academic Medicine</i>, 91(12), e18.</li> <li>• Wong, G. (2016). Literature reviews in the health professions: It's all about the theory. <i>Medical Education</i>, 50(4), 380-382.</li> </ul>

		<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Begin writing your literature review.</li> <li>• Begin to familiarize yourself with the Augusta University IRB and IRBnet system: <a href="http://www.augusta.edu/research/explore/human-research-program/irboffice/irbnet.php">http://www.augusta.edu/research/explore/human-research-program/irboffice/irbnet.php</a></li> <li>• Review the available IRB guidance documents: <a href="http://www.augusta.edu/research/tools-for-researchers/index.php">http://www.augusta.edu/research/tools-for-researchers/index.php</a></li> </ul>
<p><b>Feb 19</b></p>	<p>Educational Research Theory</p>	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Bergman, E., de Feijter, J., Frambach, J., Godefrooij, M., Sloopweg, I., Stalmeijer, R., &amp; van der Zwet, J. (2012). A guide to research paradigms relevant to medical education. <i>Academic Medicine</i>, 87(4), 545.</li> <li>• Castillo-Page, L., Bodilly, S., &amp; Bunton, S. A. (2012). Understanding qualitative and quantitative research paradigms in academic medicine. <i>Academic Medicine</i>, 87(3), 386.</li> <li>• Gibbs, T., During, S., &amp; Van der Vleuten, C. (2011). Theories in medical education: Towards creating a union between educational practice and research traditions. <i>Medical Teacher</i>, 33, 183-187</li> <li>• Mann, K. (2011). Theoretical perspectives in medical education: Past experience and future possibilities, <i>Medical Education</i>, 45, 60-68.</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Identify 1-2 educational theories that relate to your area of interest and/or project.</li> <li>• Continue writing literature review.</li> </ul>
<p><b>Feb 26</b></p>	<p>Developing a Research Question Part 1</p>	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Creswell, J. (2012) Chapter 4</li> <li>• Bordage, G., &amp; Dawson, B. (2003). Experimental study design and grant writing in eight steps and 28 questions. <i>Medical Education</i>, 37(4), 376-385.</li> <li>• Dine, C. J., Shea, J. A., &amp; Kogan, J. R. (2016). Generating good research questions in health professions education. <i>Academic Medicine</i>, 91(12), e8.</li> <li>• Morrison J. (2002). Developing research questions in medical education: The science and the art. <i>Medical Education</i>, 36, 596-597.</li> <li>• O'Brien, B. C., Ruddick, V. J., &amp; Young, J. Q. (2016). Generating research questions appropriate for qualitative studies in health professions education. <i>Academic Medicine</i>, 91(12), e16.</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Answer questions 1-9 of the Bordage &amp; Dawson (2003) article with respect to your study.</li> <li>• Submit your literature review to fellowship director by email.</li> </ul>

<p><b>Mar 5</b></p>	<p>Developing a Research Question          Part 2</p>	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Prideaux, D., &amp; Bligh J. (2002). Research in medical education: Asking the right questions. <i>Medical Education</i>, 36, 1114-1115.</li> <li>• Ringsted, C., Hodges, B., &amp; Scherpbier, A. (2011). ‘The research compass’: An introduction to research in medical education: AMEE Guide No. 56. <i>Medical Teacher</i>, 33(9), 695-709.</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Begin writing IRB protocol.</li> </ul>
<p><b>Mar 12</b></p>	<p>Navigating the IRB</p>	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Blanchard, R. D., DeMeo, S., &amp; Nagler, A. (2016). Primer for submitting health professions education research to the IRB. <i>Academic Medicine</i>, 91(12), e1.</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Continue writing IRB protocol.</li> </ul>
<p><b>Mar 19</b></p>	<p>Educational Projects          Research &amp; the IRB</p>	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Egan-Lee, E., Freitag, S., Leblanc, V., Baker, L., &amp; Reeves, S. (2011). Twelve tips for ethical approval for research in health professions education. <i>Medical Teacher</i>, 33, 268-272.</li> <li>• Johansson, A.C., Durning, S.J., Gruppen, L.D., Olson, M.E., Schwartzstein, R.M., &amp; Higgins, P.A. (2011). Medical education research and the Institutional Review Board: Reexamining the process. <i>Academic Medicine</i>, 86, 809-817.</li> <li>• Keune, J.D., Brunsvold, M.E., Hohmann, E., Korndorffer, J.R., Weinstein, D.F., &amp; Smink, D.S. (2013). The ethics of conducting graduate medical education research on residents. <i>Academic Medicine</i>, 88, 449-453.</li> <li>• McLachlan, J.C., &amp; McHarg, J. (2005). Ethical permission for the publication of routinely collected data. <i>Medical Education</i>, 39, 944-948.</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Submit IRB protocol to fellowship director by email.</li> </ul>
<p><b>Mar 26</b></p>	<p>[<i>Individual Project Consultations</i>]</p>	<p style="text-align: center;">Let’s Talk!</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Revise IRB protocol.</li> </ul>

<b>Apr 2</b>	NO CLASS	<b>NO CLASS</b>
<b>Apr 9</b>	IRB Protocol Peer Review	<p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>Email IRB protocol to fellowship director and Year 1 fellows prior to session.</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Revise and submit IRB Protocol Template.           <ul style="list-style-type: none"> <li>Submit IRB Core Data Form.</li> <li>Submit IRB Consent Form, if applicable.</li> <li>Submit IRB Conflict of Interest.</li> </ul> </li> </ul>
<b>Apr 16</b>	Quantitative Research	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>Artino Jr, A. R., Durning, S. J., &amp; Creel, A. H. (2010). Reliability and validity in educational measurement. <i>Academic Medicine, 85</i>(9), 1545.</li> <li>Artino Jr, A. R., &amp; Gehlbach, H. (2012). Avoiding Four Visual-Design Pitfalls in Survey Development. <i>Academic Medicine, 87</i>(10), 1452.</li> <li>Artino Jr, A. R., Gehlbach, H., &amp; Durning, S. J. (2011). Avoiding five common pitfalls of survey design. <i>Academic Medicine, 86</i>(10), 1327.</li> <li>Cook, D.A., Beckman, &amp; T.J., Bordage, G. (2007). Quality of reporting of experimental studies in medical education: A systematic review. <i>Medical Education, 41</i>, 737-745.</li> <li>Gehlbach, H., Artino Jr, A. R., &amp; Durning, S. J. (2010). Survey development guidance for medical education researchers. <i>Academic Medicine, 85</i>(5), 925.</li> <li>MaGee, C. (2013). Tracing the steps in survey design: A graduate medical education research example. <i>Journal of Graduate Medical Education, 1-5</i>.</li> </ul>
<b>Apr 23</b>	Introduction to Statistics	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>Creswell, J. (2012) Chapter 5</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Be prepared to discuss your research project with Dr. Waller.</li> </ul>
<b>Apr 30</b>	[Individual Project Consultations]	Let's Talk!

<p><b>May 7</b></p>	<p>Qualitative Research</p>	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Bunton, S. A. (2016). Using qualitative research as a means to an effective survey instrument. <i>Academic Medicine</i>, 91(8), 1183.</li> <li>• Chen, H. C., &amp; Teherani, A. (2016). Common qualitative methodologies and research designs in health professions education. <i>Academic Medicine</i>, 91(12), e5.</li> <li>• Frambach, J. M., van der Vleuten, C. P., &amp; Durning, S. J. (2013). Quality Criteria in Qualitative and Quantitative Research. <i>Academic Medicine</i>, 88(4), 552.</li> <li>• Paradis, E. (2016). The tools of the qualitative research trade. <i>Academic Medicine</i>, 91(12), e17.</li> </ul>
<p><b>May 14</b></p>	<p>[Individual Project Consultations]</p>	<p style="text-align: center;">Let's Talk!</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Address any feedback provided by the IRB committee</li> </ul>
<p><b>May 21</b></p>	<p>Sampling, Variables, and Measurement</p>	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Creswell, J. (2012) Chapter 6</li> <li>• Carifio, J., &amp; Perla, R. (2008). Resolving the 50-year debate around using and misusing Likert scales. <i>Medical Education</i>, 42, 1150-1152.</li> <li>• Crandall, S., Bushardt, R., &amp; Ip, E. (2016). Key sampling issues in quantitative research in health professions education. <i>Academic Medicine</i>, 91(12), e6.</li> <li>• Prystowsky, J.B., &amp; Bordage, G. (2001). An outcomes research perspective on medical education: The predominance of trainee assessment and satisfaction. <i>Medical Education</i>, 35, 331-336.</li> </ul>
<p><b>May 28</b></p>	<p>NO CLASS</p>	<p style="text-align: center;"><b>NO CLASS</b></p>
<p><b>June 4</b></p>	<p>Validity and Reliability</p>	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Downing, S.M. (2003). Validity: On the meaningful interpretation of assessment data. <i>Medical Education</i>, 37, 830-837.</li> <li>• Downing, S.M., &amp; Haladyna, T.M. (2004). Validity threats: Overcoming interference with proposed interpretations of assessment data. <i>Medical Education</i>, 38, 327-333.</li> </ul>
<p><b>June 11</b></p>	<p>[Individual Project Consultations]</p>	<p style="text-align: center;">Let's Talk!</p>

June 18	Program Evaluations	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>The New World Kirkpatrick Model: <a href="http://www.kirkpatrickpartners.com/Our-Philosophy/The-New-World-Kirkpatrick-Model">http://www.kirkpatrickpartners.com/Our-Philosophy/The-New-World-Kirkpatrick-Model</a></li> <li>Holton, E. (1996). The flawed four-level evaluation model. <i>Human Resource Development Quarterly</i>, 7 (1), 5 – 21.</li> </ul>
June 25 July 2 July 9 July 16 July 23 July 30 Aug 6	SUMMER BREAK  NO CLASS	Individual Project Consultations by Request
Aug 13	How to Create a Research Agenda	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>Planning your Research Agenda (UMass, Dartmouth): <a href="http://www.umassd.edu/nfi/planningfortenure/planningyourresearchagenda/">http://www.umassd.edu/nfi/planningfortenure/planningyourresearchagenda/</a></li> <li>Carney, P., et al. (2016). Building and executing a research agenda toward conducting implementation science in medical education. <i>Medical Education Online</i>, 21, 1 –8.</li> </ul>
Aug 20	Overview of Learning Theories	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>Kaufman, D.M., &amp; Mann, K.V. Teaching and learning in medical education: How theory can inform practice. In: Swanwick T (ed.). <i>Understanding Medical Education: Evidence, Theory, and Practice</i>. Hoboken, NJ: Wiley-Blackwell, 2010: 16-36.</li> <li>Torre, D. (2006). Overview of current learning theories for medical educators. <i>AMP Perspectives</i>, 119(10), 903 –907)</li> </ul>
Aug 27	Application of Learning Theories in the Construction of a Framework	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>Bordage, G. (2009). Conceptual frameworks to illuminate and magnify. <i>Medical Education</i>, 43(4), 312-319.</li> </ul>
Sept 3	NO CLASS	<b>NO CLASS</b>



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<b>Sept 10</b>	Quantitative Research Designs: Survey, Correlational, Causal-Comparative, Single Case Designs	<b>Readings &amp; Preparation:</b> <ul style="list-style-type: none"> <li>Creswell, J. (2012) Chapters 10, 11, &amp; 12</li> </ul>
<b>Sept 17</b>	Qualitative Research Designs: Grounded Theory, Ethnography, Narrative Research	<b>Readings &amp; Preparation:</b> <ul style="list-style-type: none"> <li>Creswell, J. (2012) Chapters 13, 14, &amp; 15</li> </ul>
<b>Sept 24</b>	Research Design: Action Research & Mixed Methods	<b>Readings &amp; Preparation:</b> <ul style="list-style-type: none"> <li>Creswell, J. (2012) Chapters 16 &amp; 17</li> </ul>
<b>Oct 1</b>	Choosing between Statistical Analyses	<b>Readings &amp; Preparation:</b> <ul style="list-style-type: none"> <li>Study Design and Choosing a Statistical Test: <a href="http://www.bmj.com/about-bmj/resources-readers/publications/statistics-square-one/13-study-design-and-choosing-statisti">http://www.bmj.com/about-bmj/resources-readers/publications/statistics-square-one/13-study-design-and-choosing-statisti</a></li> <li>The Statistics Tutor's Quick Guide to Commonly Used Statistical Tests: <a href="http://www.statstutor.ac.uk/resources/uploaded/tutorsquickguidetostatistics.pdf">http://www.statstutor.ac.uk/resources/uploaded/tutorsquickguidetostatistics.pdf</a></li> </ul>
<b>Oct 8</b>	[ <i>Individual Project Consultations</i> ]	Let's Talk!
<b>Oct 15</b>	[ <i>Individual Project Consultations</i> ]	Let's Talk!
<b>Oct 22</b>	Understanding the Writing Process	<b>Readings &amp; Preparation:</b> <ul style="list-style-type: none"> <li>Elbow. P. (1973). Writing Without Teachers. Oxford University Press, NY, pp. 1-37.</li> <li>Jalongo, M. (2014). Writing for Publication: A Presentation for UIP Teachers/Scholars.</li> <li>The Writing Process: <a href="https://www.dailywritingtips.com/the-writing-process/">https://www.dailywritingtips.com/the-writing-process/</a></li> <li>8 Great Writing Tools to Keep You Motivated to Write: <a href="http://www.livewritethrive.com/2014/05/26/8-great-writing-tools-to-keep-you-motivated-to-write/">http://www.livewritethrive.com/2014/05/26/8-great-writing-tools-to-keep-you-motivated-to-write/</a></li> </ul>

Oct 29	Submitting a Manuscript	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Atluru, A., et al. (2015). Research in Medical Education. ORS Medical Education Committee, pp 1- 15.</li> <li>• Cook, D. (2016). Twelve tips for getting your manuscript published. <i>Medical Teacher</i>, 38(1), p. 41-50.</li> <li>• Cook, D. &amp; Bordage, G. (2016). Twelve tips on writing abstracts and titles: How to get people to use and cite your work. <i>Medical Teacher</i>, 38(11), p. 1100-1104.</li> <li>• Lingard, L. (2016) Bonfire red titles. <i>Perspectives on Medical Education</i>, 23, p. 1-3</li> <li>• Sullivan, G. (2012) Writing Education Studies for Publication. <i>Journal of Graduate Medical Education</i>. 4(2), 133-137.</li> </ul>
Nov 5	NO CLASS	NO CLASS
Nov 12	Submitting to MedEd Portal	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• MedEd Portal Author Guidelines: <a href="https://www.mededportal.org/authors/">https://www.mededportal.org/authors/</a></li> </ul>
Nov 19	NO CLASS	NO CLASS
Nov 26	Different Models of Writing Group	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Pages 5 – 11 in Belcher, W. (2009). Writing a Journal Article in 12 Weeks. Sage Publications Inc. Thousand Oaks, CA.</li> <li>• Writing Group Starter Kit: <a href="http://writingcenter.unc.edu/handouts/writing-groups/writing-group-starter-kit/">http://writingcenter.unc.edu/handouts/writing-groups/writing-group-starter-kit/</a></li> <li>• Shut Up and Write: <a href="https://www.insidehighered.com/advice/2010/06/14/shut-and-write">https://www.insidehighered.com/advice/2010/06/14/shut-and-write</a></li> </ul>
Dec 3	Revise and Resubmit: Addressing Reviewers' Comments	<p><b>Readings &amp; Preparation:</b></p> <ul style="list-style-type: none"> <li>• Liu, L. (2014). Addressing reviewer comments as an Integrative negotiation. <i>Management and Organizational Review</i>, 10 (2), 183-190.</li> <li>• 3 top tips for responding to reviewer comments on your manuscript: <a href="https://www.elsevier.com/authors-update/story/publishing-tips/3-top-tips-for-responding-to-reviewer-comments-on-your-manuscript">https://www.elsevier.com/authors-update/story/publishing-tips/3-top-tips-for-responding-to-reviewer-comments-on-your-manuscript</a></li> </ul>
Dec 10	Celebration!	PARTY TIME!