

## Appendix S1. Quantitative Education Research Abstract Scoring Rubric

### 1. Quality of objectives

0 = No stated objective

1 = Poorly chosen or ambiguous objective(s)

2 = Clear, well thought out objective(s) that logically follow from the background information

### 2. Appropriateness of methods

0 = Inappropriate methods for objective(s)

1 = Chosen methods were sub-optimal, but did address the objective(s)

2 = Chosen methods were the best feasible for the objective(s) (i.e. rigorous methods)

### 3. Outcome(s)

0 = Chosen outcomes are inappropriate for study objective

1 = Chosen outcomes are reasonable for study objective, but not the best measure

2 = Chosen outcomes are ideal for study objective

### 4. Data analysis

0 = No analysis described or inappropriate data analysis for study design

1 = Descriptive analysis only (e.g frequency, mean, median)

2 = Beyond descriptive analysis (e.g. any comparative statistics or test of statistical inference)

### 5. Generalizability

0 = Results are only applicable to a very specific population/setting

1 = Results are applicable to most EM educational populations/settings

2 = Results are applicable to educational populations/settings beyond EM.

#### 6. Relevance and importance of topic to medical education

0 = This topic is only of interest to a very small group of people and is unlikely to result in important knowledge

1 = This topic is essential to EM medical education and is likely to be important and relevant for every EM educator and learner to know

2 = This topic is essential to medical education in other specialties beyond EM and is likely to be important for every medical educator and learner to know

#### 7. Innovation of study

0 = Not innovative or novel

1 = Moderately innovative (e.g. new method of instructing in a standard environment or standard instructional method in a novel area/environment)

2 = Completely novel idea (e.g. new method of instructing in a novel area/environment)

#### 8. Quality of writing

0 = Poorly written, unclear, difficult to understand

0.5 = Generally well-written

1 = Exceptionally well-written, clear, logical organization and presentation of ideas.

9. Strength of conclusion(s)

0 = No clear conclusions can be drawn or conclusions do not follow directly from results

1 = Conclusions can probably be based on results

2 = Conclusions are unequivocal

## Appendix S2. Qualitative Education Research Abstract Scoring Rubric

Are you familiar with qualitative research study design?

Yes: Proceed with scoring

No: Decline

### 1. Quality of study aims/objectives

0 = No stated aim or objective

1 = Poorly chosen or ambiguous aim/objective(s)

2 = Clear, well thought out aim/objective(s) that logically follow from the background information

### 2. General methods

0 = Qualitative methods not appropriate for study aim/objective(s)

1 = Qualitative methods appropriate for study aim/objective(s), but specific approach (e.g. phenomenology, ethnography, grounded theory, etc.) or paradigm (e.g. postpositivist, constructivist/interpretivist) not stated or not ideal

2 = Specific qualitative approach and paradigm stated and aligned with study aim/ objective(s)

### 3. Data collection

0 = Data collection methods (observation, interviews, document review, etc.) not identified or inappropriate for study aim/objective(s)

1 = Data collection methods appropriate for study aim/objective(s), but not ideal

2 = Data collection methods ideal for study aim/objective(s)

4. Sampling (Sampling is defined as the process of selecting participants)

0 = Sampling not described

1 = Sampling described, but flawed (e.g. unclear, inappropriate, not theoretically justified)

2 = Sampling clearly described and theoretically justified

5. Data Analysis

0 = No analysis described or inappropriate data analysis for study objectives/design

1 = Some description of data analyses, but unclear or not justified

2 = In depth description of systematic data analyses appropriate to study objective with clear description of how themes and concepts were derived

6. Quality of writing

0 = Poorly written, unclear, difficult to understand

1 = Consistently well-written, clear, logical organization and presentation of ideas.

7. Strength of conclusion(s)

0 = No clear conclusions can be drawn or conclusions do not follow directly from results

1 = Conclusions require reader inference to draw conclusions

2 = Conclusions are well supported by results