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A new home for the Genetic Literacy series

When we first conceived the Genetic Literacy series (Tan *et al*., 2015), we envisaged the audience as a group of motivated health professionals who were cognizant of their knowledge gaps in epilepsy genetics and who were keen to learn. We wanted to provide this audience with a resource for their learning; hence the start of the Genetic Literacy (GL) series.

The ILAE Genetics Commission collectively planned the GL series with clear goals in mind (Tan *et al*., 2015), deciding on a sequence of papers to be published in *Epilepsia* and prioritising more common epilepsy genetics topics first. As a group, the Commission learned about the new educational evidence undergirding the series (Tan *et al*., 2015), and members applied that new knowledge in the design and writing of the papers within the series. We also received external feedback from the ILAE Executive Committee and the *Epilepsia* editors that helped us better craft the manuscripts during the process of writing; after publication, citation data from Altmetrics (Primer Part 1- The building blocks of epilepsy genetics, 2018) provided rapid feedback as well. These data enabled us to assess the effectiveness of the series.

During the second half of 2017, the ILAE made the decision to move the GL series from *Epilepsia* to *Epileptic Disorders* as part of the ILAE's reaffirmation of *Epileptic Disorders* as the ILAE's main educational journal. The Genetics Commission welcomed this change, and we felt this helped position the series in the correct context, sited amongst other educational papers in *Epileptic Disorders*, while broadening the educational audience for the series and for *Epileptic Disorders*.

To help readers transition from *Epilepsia* to *Epileptic Disorders*, we put in place measures to ease the transition, including signposting, common key words (regardless of journal), retention of review processes, and consistent editorial oversight with an editor-to-editor handover. This was done with the help of the editors of both *Epilepsia* and *Epileptic Disorders*, and we are grateful for their assistance in moving the GL series to its new home.

This is thus the second part of the GL series (Myers *et al*., 2018). We have sought to preserve the evidence-based educational principles of the first part (Tan *et al*., 2015) -case-based learning, andragogy, and test-enhanced learning- within the format of *Epileptic Disorders*. Our focus remains the same: to provide a concise, accessible resource on epilepsy genetics for the busy, on-the-ground clinician so that he/she can apply that knowledge at point-of-care to help their patients (Tan *et al*., 2015). We hope you find the second part of the GL series in *Epileptic Disorders* helpful for your learning. □

Disclosures.
None of the authors have any conflict of interest to declare.

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