

Case Study 1

Author: Christopher Murray, ELP Project Officer

Issue

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Summary

This case study describes the use of a blogging tool to compliment attendance and learning at the annual Leeds University Widening Participation Medical Conference. Students who attended the conference were offered the opportunity to participate in online communities designed to build upon the activities and medical issues introduced to them at the conference and encourage continued learning after the physical event. Each student was placed in a group before the conference and remained within this group throughout the day. These groups were then replicated on line and an undergraduate medical student was assigned to each group to act as an e-moderator.

The blogging tool was launched to the students in March 2007 and was moderated for 6 weeks after the conference.

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Institutions

University of Leeds School of Medicine.

Institutional Context

The University of Leeds is committed to widening participation to Higher Education and is a major regional provider of medical and healthcare courses. Traditionally these courses are extremely competitive and only 1 in 10 applicants will be successful (Heap, 2006) with the majority of these coming from families with professional and managerial backgrounds (UCAS, 2006).

The Medical conference has been an annual event for the last five years. It is organised by the Widening Participation Officer at the Leeds University School of Medicine. Year 12 (or equivalent) students from the West Yorkshire area are invited to apply to attend the conference. Selection is based on the widening participation guidelines laid down by the HEFCE (See Appendix A) and the academic and personal potential illustrated in the student's application. Mature students attending appropriate courses are also eligible to apply for place at the conference. The use of the blog was voluntary.

The Challenge and Established Practice

It was felt that although the conference was a highly successful event which received excellent feedback each year, the most important learning took place after the event. Participants took part in various activities during the day to enhance their understanding of the medical world but the only opportunity they had to ask questions occurred on the day of the conference. By extending this period it was felt that students would have more time for reflection on the learning outcomes of the event and widen their access to medical students.

The challenge lay in organising access and training for the blog on the conference day and in creating activities which would link in with the themes and activities of the conference.

Learner Activity

The Widening Participation Officer devised a series of exercises for inclusion in the conference blog. The activities were designed to encourage access and motivation, socialisation and information exchange. (Appendix B)

In total 97 students were provided with links to create their own usernames and passwords for Eduspaces (www.eduspaces.net) which was to function as the blogging tool. This link was sent to students 3 days before the conference. Fifteen medical students attended a short training session to familiarise them with the blogging exercises and introduce them to their role as e-moderators. (Appendix C)

Conference participants attended an introductory session to the blogging tool on the day of the conference. After the introductory session 96 students agreed to use the blog (n=97).

The conference participants were placed in their communities on the day of the conference and attended workshops and presentations within these groups. The community members were also introduced to the medical undergraduates who would be their e-moderator on the day of the conference.

Students would be able to use the tool to ask medical students questions, reflect on their own formal and informal learning experiences, build upon the knowledge gained from the workshops and presentations they had attended during the conference and share knowledge and experiences with each other.

Pedagogical/Technical Approach

Initially the conference blog was to be organised within the pilot University of Leeds 'ELGG' system. Organisational issues in providing usernames and passwords for 97 students who were not University of Leeds students proved to be problematic. To enable students to be able to access the learning materials eduspaces (<http://eduspaces.net>) was used as the blogging tool and students were sent the link to the 'join' page to enable them to create their own usernames and passwords. There were some problems with this approach as a lot of the emails provided by students were not recognised and some students stated that even after supplying their details to the site they did not receive a username and password to use before the conference. A trouble-shooting session was held as students registered their attendance on the conference day.

Through the site students had access to their own personal blog as well as their assigned conference community. The blog activities were organised into distinct sections as outlined below:

- Welcome
- Speed Chatting
- Your place in Your Family
- Medicine in the News
- Your First Message From Afar
- A Wrecked Work Experience
- Work Experience Podcast
- Clinical Experience
- Developing Clinical Competence
- Questions
- Reflection 1
- Reflection 2
- Building Something together

Intended Outcomes

The process of participating in the blogging community was intended to:

- Stimulate continued learning through the use of online activities
- Enable students to record and monitor their progress.
- Support communication between those interested in applying to medicine and medical students
- Provide a forum for discussion for students to share ideas, thoughts and experiences
- Provide private space for students to reflect on their work and progress.

Evaluation – Data Collection

Data Collection

Data was collected through the use of on-line questionnaires, an analysis of the use of the conference blog and a student interview. A pre-use survey was sent to students in March 2007 (see Appendix D). The student questionnaire was designed to measure the pre-existing use of social software amongst the participating cohort. Thirty-eight (n=97) students returned data.

A summative questionnaire was sent to all students in April 2007. This questionnaire focused on the students' use of the blogging tool, what they found useful about the blog and what features would make them want to use such a tool, in this context, in the future. (see Appendix E)

A questionnaire was also sent to the e-moderators to measure the effectiveness of the e-moderator training and to investigate if they felt prepared for the role of e-moderator (Appendix F).

Students were also invited to take part in an interview focusing on the use of the conference blog and how this particular use of technology fitted in with their existing use of social software. Invitations were sent to all 97 students. One student responded and was willing to take part.

Table one summarises the evaluation data collected:

Table 1: Evaluation data collected

Pre-questionnaire	Summative Q	E-moderator	Interview
N=97	N=97	N=15	
38 (39%)	29 (30%)	4	1

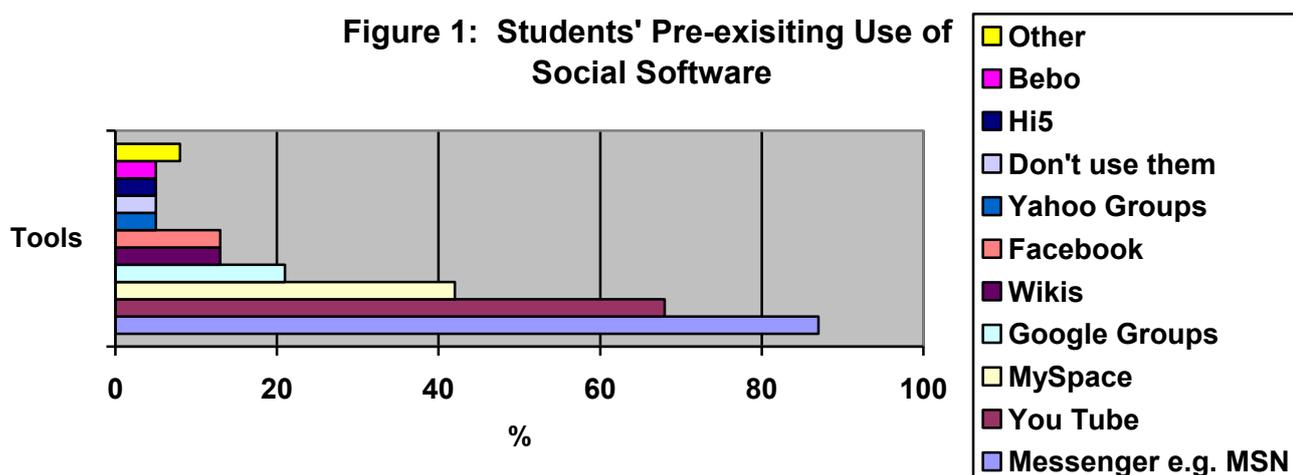
The e-learning Advantage

Emerging Student View

Use of Social Software

The collected data enable a base-line analysis to be made of the pre-existing use of social software and web 2.0 tools by the students involved in the project.

Figure 1 below summarises the main social networking sites used by the students :



No students used blogging tools such as 'blogger' or picture sharing sites such as 'Flickr' or 'Photobucket'.

Messenger was the most frequently used tool with 68% of respondents using the tool at least 2-7 times a week.

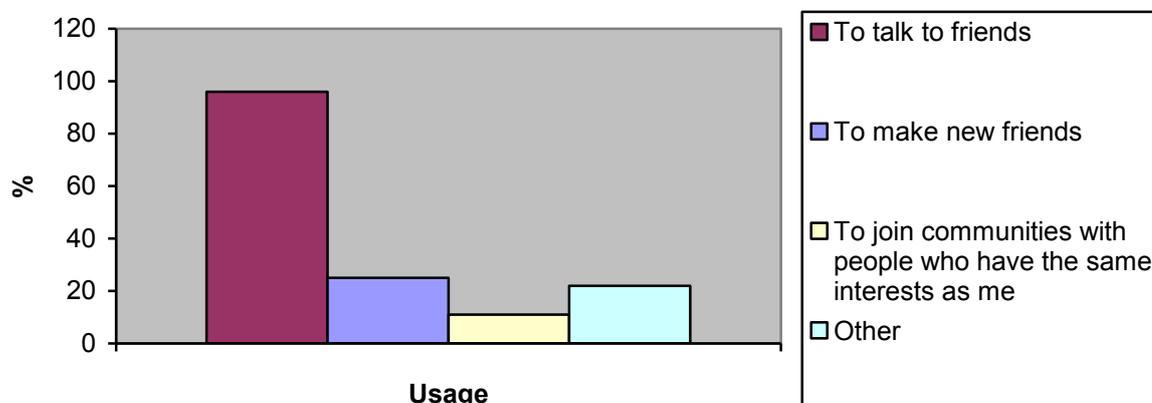
From the interview the student questioned was familiar with the use of social software and had a Facebook profile. He was also familiar with the use of an institutional Virtual Learning Environment (VLE) and used Blackboard Vista at university. He did not know what a blog was before participating in the project and did not have an MSN account commenting,

'Nearly everyone I know except for me does.'

How is Social Software Used?

When asked what they used these tools for, the following results were noted:

Figure 2: Uses of Social Software



The results indicate that the vast majority of students use social software to communicate with their existing friendship network and that using the tools to make 'new friends' or 'join communities' is only undertaken by a minority of students.

Only 7% of students stated that they have started their own on-line community and similarly only 7% reported starting their own blog (n=38). Fifty percent have joined an on-line community but only 29% have posted on to a community or blog of someone they didn't know compared to 71% who have posted onto a community or blog of someone they did know. Only 7% of students have uploaded videos to 'You Tube', pictures to 'flickr' or contributed to wikis. The majority of students, 67%, use the tools, but only to view content.

During the interview the student discussed his use of social software tools, particularly his use of Facebook, which he viewed as a tool to get in touch with and stay in touch with people he hadn't seen for a while,

'I know friends from 10 years ago that I'd never ever spoken to otherwise'

and for connecting acquaintances he met at events. He talks about attending a conference and connecting with a fellow attendee using Facebook,

"We sort of drop each other points on Facebook and stuff whereas I only knew the guy for 2 days."

Apart from the use of his institutional VLE the student had not used any social networking tools in a learning environment.

Podcasting

Twenty-four percent of students made use of podcasts and radio shows were the most popular choice of download with 71%, of those who used podcasts, using the broadcasts in this way. Forty-three percent of students used podcasting to listen to lectures or educational materials.

The main reason for not using podcasts was a lack of knowledge about what they were and what was available. Sixty-eight percent of respondents (n=22) stated this as the main reason for not listening to them. Eighteen percent of students did not like podcasts.

Non-use of Social Software

Five percent of those who responded to the pre-use survey (n=38) did not use any form of social software. The main reasons for non-use are outlined below:

I'd rather talk to people face to face

I don't have the time

I'd rather keep my thoughts, opinions etc to myself

Although the student interviewed was a user of social networking sites his non-use of MSN was explained because,

"When I was in school I never did just because I did not want to spend the whole evening chatting to people I'd seen during the day"

For this student the choosing of technological tools for communicative purposes is compartmentalised along personal lines.

Education or Leisure?

The students who took part in the project were asked if they thought that sites such as Myspace etc could be used for educational purposes. Seventy one percent (n=28) stated that they would use these sites for educational purposes if given the opportunity.

One student noted,

"Lots of people use these sites to communicate with friends, but if you are using these on a daily regular basis, why not use them for educational purposes? A potentially powerful tool I think!"

And others noted the social aspects of these sites as a means to enhance education,

“It allows you share ideas with people who have the same educational interests and would be a good way to get people more involved in their education by making it more interactive and interesting.”

And,

“Who says education is not fun? But while am talking to my friends I would be able to do some work, get some information and just share knowledge. I would really enjoy a profile which enabled me to talk to people who have been through the medicine course and are now successful.”

Through the student interview the use of Facebook as an educational tool was explored. The student described how Facebook was being used educationally by others students who set up groups to discuss coursework. He describes his thoughts on this question by stating that,

“Facebook is always going to be like primarily a social thing but you could definitely have like links or whatever and stuff like this.”

He views the use of Facebook in this way as being primarily student driven and can see social networking tools acting as a hub providing links to other areas providing subject material.

Enhancing Learning?

Seventy-nine percent of students (n=28) felt that being able to communicate with students doing the courses they wanted to do at university would definitely be helpful to them and 59% felt the same about being able to communicate with someone doing the job they wanted to do. The same number felt that being able to access learning materials on line was also a useful aspect of using social networking in learning. Linking with other students from the same cohort was not viewed as positively with only 29% of respondents feeling that this was ‘definitely helpful’ to their learning. Being able to express learning through video, podcasting or blogging was not seen as being an advantage. Twenty-five percent of students stated that this was something they would not like to do and 29% felt that it was something that ‘perhaps’ could help them with their learning.

The theme of connectivity was also picked up during the interview and the student saw this as being one of the key motivators and an advantage of using the blogging tool.

“Having a real person on the other end of the line to you know to ask questions to is like invaluable.”

“For the whole blog like the most beneficial thing to me was simply being that contact with the e-moderator to ask him questions.”

The sense of someone 'being out there' is important particularly in maintaining engagement throughout the duration of the conference blog.

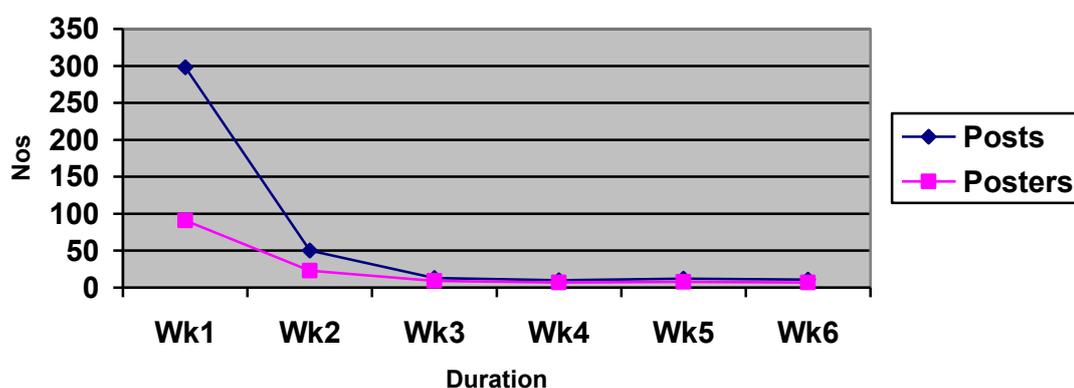
The Conference Blog

Usage

The use of the conference blog peaked during the initial training session when 298 entries were made from 91 students. In subsequent weeks the number of posts declined.

Figure 3 illustrates the decline in posts and the decline in individual posters throughout the 6 week period.

Figure 3: No of Posts and Posters During The Blog Duration



Results from the summative questionnaire mirror this trend with the majority, 48%, stating that they only posted 1 or 2 messages. Only 14% of respondents described themselves as 'regular' posters.

Non-use

Ten percent of those who responded to the survey classed themselves as non-users (n=29). The main reason for non-use was the availability of time, problems with accessing computers and not liking the eduspaces site were secondary considerations.

The look of the site was also discussed in the interview although the student questioned did not think that the area influenced him consciously he stated that he recognized that subconsciously the look and feel of on-line spaces did impact on his usage commenting that,

'I'm sure it does somehow in some way err some of it looks kind of smart '

He later on mentions the professional look of the eduspaces site

'Yeah this definitely has like an image of.... professionalism about it'

Enriching Learning

The results centred on the usefulness of the blog returned the following results as displayed in table 2:

Table 2: Response to Question 'What Were the Most Useful Things about Using the Blog?'

	Not Useful	Useful	Very Useful
Being Able to Ask Medical Students Questions	23%	42%	35%
Being Able to Share Thoughts with Others Wanting to Study Medicine	19%	54%	27%
Doing The Exercises	27%	62%	12%
Being Able to See What Other Students Were Asking/Writing	19%	77%	4%

The most useful aspects of using the blog were being able to share thoughts with others and see the opinions of others who wanted to study medicine.

In terms of knowledge acquisition 50% of participants felt that they knew more about the skills required to apply to medicine through using the blog and 73% felt that they knew more about being a medical student.

Engagement

Confidence

Students were asked to indicate how much they agreed with various statements to measure which internal factors impacted on engagement with the blogging tool.

The following results were noted:

Table 3: Response to How Much Do You Agree or Disagree with the Following Statements (n=27)

Statement	Agree
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I think you need a lot of confidence to be the first one to reply or post a message	41%
I think you need a lot of confidence to put something on a blog or message board if you are not sure you are right	59%
I would worry about putting something others might find 'stupid'	48%
E-moderators need to take a big role in getting people to use blogs, message boards etc	70%

Comments from the conference participants mirrored the results listed above,

"I believe that this blog could have worked alot better than it did if the people who attended the university open day participated more often on the blog. This is not the university's fault and I believe this blog is a very good idea; an idea which has inspired me to create a blog for upcoming medical students simply to share views and discuss medicine with each other."

And

"It was frustrating as I was perfectly prepared to do the exercises or add comments and questions but nobody else was and I didn't feel very comfortable in being the fist to do so."

Relevance

The use of the blogging tool was voluntary. Participants were provided with a choice of incentives to measure the impact these would have had on their engagement with the tool. The results are listed below in table 4:

Table 4: Responses to The Question Would You Have Been More Likely or Less Likely to Use The Blog If:

	Less Likely	No Difference	More Likely
Participation in the blog would have provided UCAS points	0	11%	89%
Participation in the blog resulted in a guaranteed interview (with the appropriate A-level grades)	0	7%	93%
I had been given a certificate outlining the knowledge I had	0	4%	96%

acquired			
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One of the students made the following comment,

“I think I would have got more out of it if other people in my group had logged on. I think if there had been more of an incentive rather than just tasks it could have worked better.”

Timing

Timing was paramount in the use of the conference blog. Students participating in the online communities in March would face an application deadline in the October of the same year. The importance of timing was mirrored during the student interview,

‘I realised it was like a matter of urgency and I was putting a lot of attention into it’.

Pre-existing use of Social Software

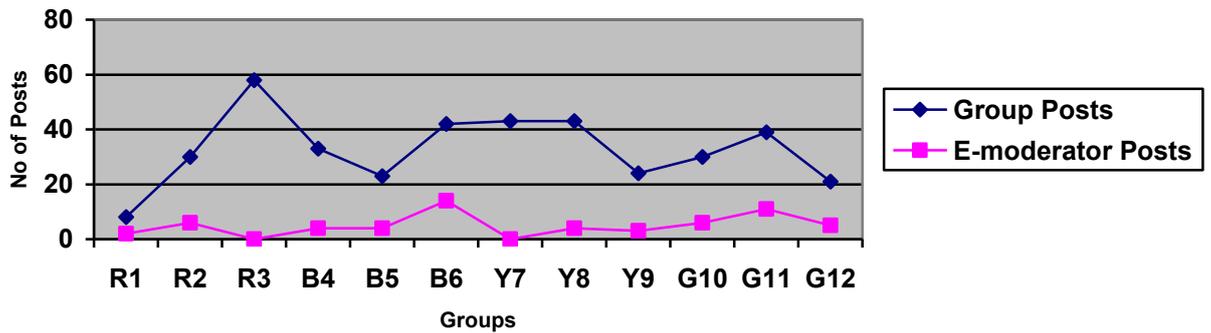
There were no differences in answers or in volume of use of the blogging community from the sub-group of users (n=16) who were also users of social networking sites such as myspace, facebook, bebo etc.

E-moderators Role

All of the e-moderators who have completed the summative questionnaire (n=3) believed they knew what was expected of them in their role as e-moderator and they all felt comfortable with using the eduspaces site.

Figure 4 below illustrates the link between the number of posts made by the e-moderator and the number of posts within each group.

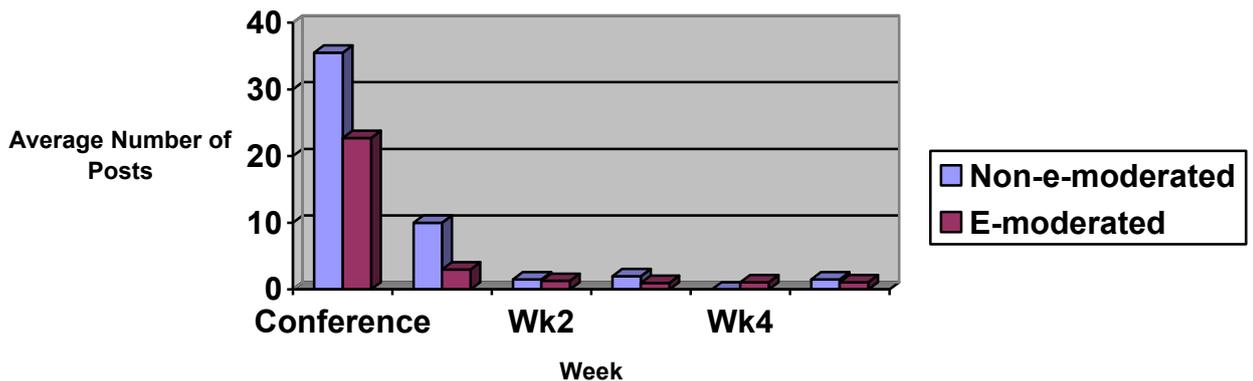
Figure 4: No of Total Group Posts Compared with Total E-moderator Posts



As figure 4 illustrates there is a visible correlation between the volume of activity in each group and the number of e-moderator posts in each community but group R3 had no contact with an e-moderator and experienced the highest number of posts. Group Y7 recorded the same amount of posts as groups B6 and Y8 but also had no input from their assigned e-moderators.

Figure 5 below illustrates the differences in average number of posts between groups with e-moderator input and groups without e-moderator input during the duration of the blog project.

Figure 5: Comparison of Average Posts Per Week in Non-E-moderated and e-moderated Groups



Non-moderated groups (n=2) displayed, on average, a higher number of weekly posts in 4 of the 5 weeks than moderated groups (n=10) and both types of groups experienced levels of low activity from week 2 to week 5.

Emerging Points for Effective Practice

Conclusion

- Students do use social software tools but the majority only use the available tools and sites to communicate with existing networks and friends. There is also a personal preference for the types of tools used and who they use these to communicate with.
- Only a minority of students have their own blogs and only a minority **contribute content** to blogs, media-sharing sites or wikis.
- The use of the tool is highest through planned delivery sessions indicating a preference for a blended approach.
- The look and feel of on-line spaces is important. How they are organised will affect usage but what looks professional is determined by personal factors.
- There is an emotional investment in the use of social networking and sharing of knowledge which can impact on engagement if students are not supported.
- There is a correlation between e-moderator activity and the number of posts in each blogging community but participation in social networks is also driven by personal motivators such as relevance, timing and perceived benefits. The e-moderator role is important but is not the main source of motivation.
- Students did not think that contact with other students would be the most useful aspect of using the blog but summative results illustrate that students viewed being able to share knowledge with each other as the most important aspect of using the tool.
- Connectivity played an important role in the use of the tool. Having access to an expert was viewed as an important aspect of engagement.
- Active participation is not a pre-requisite of learning. Learning can still take place through 'lurking'.

Future

Participants were asked if they thought that the blog project should be repeated next year. The results to this question are listed below:

Table 6: Response to the question 'Should We Run the Blog Again Next Year?'

	Respondents % (n=27)
Yes and keep it all the same	44%
Yes but not using eduspaces	11%

Yes but with fewer exercises	22%
Yes but have no exercises and just let people chat	18%
Yes but have more time for training	18%
No	4%

Participants were also offered the opportunity to keep blog open. Of those who responded to the summative survey 78% requested that the blog remained open. All of respondents who made this request are independent users of social software tools.

Appendix A –Criteria for Widening Participation

HEFCE (2004) and LSC (2004) Aimhigher: guidance notes for integration: HEFCE January 2004, circular 2004/08 and LSC Circular 04/01. Available online from the HEFCE website at

http://www.hefce.ac.uk/Pubs/HEFCE/2004/04_08/

Criteria:

- Young people from neighbourhoods with lower than average HE participation.
- People from lower socio-economic groups.
- People living in deprived geographical areas, including deprived rural and coastal areas.
- People whose family have no experience of HE (either their parents or siblings), and young people in care.
- Minority ethnic groups or sub-groups that are under-represented in HE, in certain subjects and in certain types of institution.
- Groups that are currently under-represented in certain subject areas (for example, women in engineering), or in certain types of institution.
- Disabled people. We would expect all activities to be inclusive of disabled people.

Appendix B

Blog Materials

Introduction to Medicine Conference Blog

Content and e-tivities written by Carreen Dew

Site maintained and moderated by Christopher Murray

Welcome

Welcome to the conference blog! You are warmly invited to take part in some e-tivities. These are on line activities for students who attended the conference. The e-tivities are designed to

- increase your insight into medicine
- improve your chances of making a successful university application.

The on line activity begins during the conference. This is to

- introduce you to the site
- solve any technology problems
- start on line conversations that we hope you will continue after the conference.

What am I expected to do?

We have prepared e-tivities to structure the on line communication. Read and post a message to each of the e-tivities. If you get stuck, ask for help! We hope you enjoy the on line experience.

Arrivals conference: your first e-tivity

Purpose: To send your first message – to be seen by all the participants of your on line group.

Task: Introduce yourself, say where you live and something about making your way to the conference this morning.

Example: Hi, I'm Carreen. I live in Leeds just north of the Ring Road. I can't comment on this morning's journey because I'm writing this in advance of the conference. I seem to remember that my journey to last year's conference was unusually quick. This was probably because I got up early and drove to the University before the morning rush hour. I hope you were able to find the venue easily.

Respond: Come back to the arrivals conference from time to time and acknowledge the arrival of others.

When you have done that, open e-tivity 2 to find out what to do next.

E-tivity 2: Speed chatting

Purpose: To send a message about a conversation with someone in this group – to be seen by everyone in the group.

Task: Look at your *Speed chatting* worksheet. Select one of the names you have written and post a message giving the name of the person and what you can remember of the conversation. End your message with a question.

Example: Kasim, we had a chat about injuries. You told me you'd once been bitten by a dog and had to have several stitches in your arm. Then we talked about the pain you had felt. I found that interesting. Pain is something personal and subjective. How do people measure pain?

Respond: Come back to this e-tivity and respond to the questions that intrigue you with a statement or a further question.

Respond again: There is a chance that some people in the group have not had a message posted to them in this e-tivity. Post a message to someone who has not so far received one. A good doctor takes care of the people in his team. This group is more likely to become a team if you are inclusive and help other members feel they belong.

E-tivity 3: Your place in the family

Purpose: To consider the possible impact of people's position in their family. This exercise is relevant because doctors need self knowledge and insight into others. *Christopher, please make links to the docs 'self knowledge' and 'collaboration'.*

Task: Identify your position in your family. Are you the first born, middle child, last born or an only child? Describe an advantage and a disadvantage you think you have as a result of your place in the family. Invite comments.

Example: I'm a middle child. I've got 2 older brothers and a younger sister. If you are in the middle you can be overlooked. This is an advantage if, like me, you enjoy privacy and day dreaming. It can also be a disadvantage. In my family the oldest and the youngest always seemed to get most of the attention. Is this the experience of other people who are middle children?

Respond: Return to 'your place in the family'. Based on your own experience and your observation of other families what do you think are the advantages/disadvantages of being the first born, middle child, last born or only child? Add a comment or question to other contributions.

Respond again: When there are a number of postings re-read them. Can you see any common

themes? Make a statement summarising what you think are the main points. Invite others to comment on your summary. This is a reflective exercise. Reflection is important in medical training and practice as explained in the section on self knowledge and insight into others.

E-tivity 4: Medicine in the news

Purpose: To raise awareness of the many health-related stories and issues reported in the news.

Task: Recall a health-related story or issue that has been in the news. Briefly describe it. (Don't worry if you can't remember the details). Add any questions you would like answered.

Example: HIV-Aids is devastating much of Africa. Millions of people have died of Aids. It is a world wide, incurable disease. How is it spread? What should be done to combat it?

Respond: Read the news items other people post. Add a question, comment or suggested answer to one or more of them.

Respond again: For one of the news items pick out what you think are the key issues. Invite others to comment on or add to the issues you have identified.

E-tivity 5: Making contact (after the conference)

Purpose: To send your first message from afar – to be seen by all the people in your group.

Task: Remind the group about yourself. Briefly explain where you have logged on, what you can see around you, and what you've been doing since the conference.

Example: I'm Carreen. You may remember that I wear glasses. I'm logged on at home using the family computer in the spare room. This is a tiny, very untidy room full of books. After the conference I went home and cooked for my family and told them about my day.

Respond: Come back to the making contact conference from time to time over the next few days and acknowledge the arrival of others and any difficulties they have had to overcome to log on to the blog from afar.

When you have done that, return to the blog and visit speed chatting, your place in the family, and medicine in the news. Review what has been written and add further postings and responses. The more you interact with others in the group the more you and others will gain from this collaboration.

E-tivity 6: Wrecked work experience!

Purpose: to look for fresh ideas on work experience by using a creative technique known as 'reversal'. Reversal is turning a situation or problem on its head in order to gain new insights.

Task: How could you mess up work experience in a health care setting? What could you do or say to make a bad impression? How could you make sure you gained little or nothing from attending?

- Post two tips to help someone ruin their work experience.

Examples:

The day before you'd like to start, contact a hospital to ask for some work experience.

Be sure to wear your dirtiest, scruffiest clothes when you attend work experience.

Respond: to the person who comes up with a tip that particularly appeals to you. Explain what you like about the tip.

Example:

I liked the tip about contacting the hospital the day before you'd like to start. That's a great way of not getting any experience at all! It took me 4 months to sort out some shadowing experience at my local hospital.

This is the start of the sections to be posted this weekend

E-tivity 7: Work experience podcast

Purpose: To provide insight into some of the areas of learning open to you during health-related work experience.

Task: Listen to the podcast on work experience in a radiotherapy clinic. If you can't access the podcast you can read the [text version](#).* What areas of learning were mentioned in the chat? From your own knowledge or experience add suggestions for other areas of learning likely to be available from health-related work experience.

**Christopher, please make a link to the text version of the podcast.*

Example: She noticed the way health care professionals change the way they speak depending who they are talking to. I realize that medical students need to gain experience of communicating with many different patients. For example communicating with a patient who is deaf. Or communicating with a patient through an interpreter. There are likely to be some groups you feel reasonably comfortable with and others that you know less well. Can you identify one of each?

Respond: to the person who makes an observation or suggestion you find helpful by thanking them for the idea and, if possible, expanding on it through a statement or question.

E-tivity 8: Your clinical experience

Purpose: To consider what you gained from your clinical experiences at the conference.

Task 1: Post a comment on what you feel you gained from experiencing some clinical skills at the conference. It is helpful if you can refer to your feelings as well as your ideas and actions. Developing clinical competence involves acknowledging and managing your own feelings and emotions as well as those of your patient.

Example: I found I was surprisingly nervous about using a needle even though I was only injecting into a pad. This made me think that I would need to have a lot of practice before I tried giving an injection to a person. Did anyone else feel like that?

Respond: to the person who helps you think afresh about clinical experience. Thank that person and explain what new thoughts, insights or feelings you have had.

E-tivity 9: Developing clinical competence

Purpose: To question a medical student in order deepen your insight into the nature of clinical competence.

Task: Post a question to your medical student e-moderator about one or more of these topics:

- his/her experience of learning clinical skills
- the way these skills are assessed
- how he/she will keep these skills up to date.

Example: Have you used chest compressions on an actual person rather than a dummy? If so, can you tell me about the experience? What's the difference between the real thing and practising on a dummy?

Respond: to the person who posts a question you think is particularly interesting. Thank them and add another related question.

E-tivity 10: Questions

Purpose: To explore and add to the questions in the questions conference.

Task: Visit the questions conference which contains the questions students wrote during the conference. Write any thoughts or ideas you have in response to one or more of the questions. Post any further questions that occur to you.

In addition, read the section on ['Why is it important to ask questions?'](#)

Why is it important to ask questions?

Practising medicine involves identifying and solving problems that affect people's health. All of these have an ethical component which means they relate to people's beliefs and morality. Ethical questions include words like 'should'. This is an example of a question on an ethical matter: 'should women be expected to give birth in hospital rather than at home?'

If you have an enquiring, scientific mind you will think of several other questions in response. For example:

'What evidence is there that hospital births are safer than home births?'

'Where do women prefer giving birth? Are they given any choice in the matter?'

'Are women more likely to be given a caesarean section if they give birth in hospital?'
(Caesarian section is when the womb is cut open to remove the baby).

The question 'should women be expected to give birth in hospital' has now be converted into new questions. Unlike the ethical question these ones can be answered by adopting a scientific approach. In other words by using observations, measurements, comparisons, surveys, experiments and interpretations to yield relevant information.

Medicine and science rely on the ability to ask questions. The best questions are simple and penetrating. They go to the heart of the matter.

We want to encourage you to ask questions. The more you question what you see and do the more actively you are engaged in testing and building your own understanding. In addition when you ask questions you are taking part in the quest for truth and for solutions to society's problems. Developing the capacity to ask questions is very important for anyone intending to pursue a career in medicine.

Reflection 1

Purpose: To send a piece of positive feedback to another group member.

Task: One of the best ways of supporting group work is by providing positive feedback to an individual. We all respond well if our contribution is noticed and it is encouraging to discover how we may have affected someone else. Think about these questions:

- How well do you think you have got to know the others in your group?
- What have you learned from them?

With these questions in mind write about what you have gained from another member of this group. Post your comments to the reflection 1 conference.

Respond: to the person who posts a comment that you agree with by expanding the point being made.

Reflection 2

Purpose: To further develop your ideas on what makes a good doctor.

Task: Look at the pictures for the 'Draw a doctor' exercise. Think about the qualities, attributes and attitudes that were mentioned as important for being a good doctor. Can anybody have them all? Perhaps people who claim that are, in fact, arrogant and blind to their own shortcomings. Write your thoughts about what makes a good doctor. In which areas do you already have strengths (and what is your evidence for this)? What do you plan to do to develop areas where you are less strong?

Respond: by writing some words of appreciation to someone whose self-knowledge impressed you.

E-tivity 11 part 1: Building something together

Purpose:

- To collaborate in building something original and useful.
- to gain on line team working experience you could include in your personal statement or mention during an interview.
- To gain experience of communicating information to a particular audience as doctors do.

Group task: Working on line with at least one other person, produce a game, leaflet, poster or multi-media show on preparing for a career in medicine

Further details on the task:

- Decide on your audience. You may choose to write for parents, careers advisers, teachers, students or the general public. You can choose to have a wide audience (e.g. all 16 year old students) or a specific targeted group (e.g. 14 year old dyslexic boys with a Chinese background) You may choose the age and characteristics of your intended audience.
- Decide what it is you are communicating e.g. is it just information or information that is intended to influence attitudes and behaviour?
- Think about ways of capturing and maintaining the attention of your audience.
- Make sure that you show respect for people's differences and celebrate diversity in the material you produce.
- Make sure the information you include is relevant, accurate and up to date.
- You can use up to 360 written words or 3 minutes if your material is an audio recording.
- You can include images, tables, sounds, audio clips, and text.
- The text can be in the form of captions, headings, bullet points or complete sentences.

E-tivity 11 part 2: Building something together

Purpose: to collaborate in building something original and useful.

Task: Working on line with at least one other person, produce a game, leaflet, poster or multi-media show on preparing for a career in medicine. (Refer to E-tivity 11 part 1 for the details of the task). All the material in the conference and blog is relevant to this topic. Can you crystallise what you have learned in order to provide advice and help for others and who will you choose to address?

Post your initial suggestion for what you would like to build (e.g. a game or leaflet) and who it would be for.

Example: Carreen here. I'd like to put together something for parents with a Pakistani background who have had no experience of University. I'm not sure what would be the best format – a leaflet? Is anybody interested in working on this or do you have a better idea?

Respond: to the person or people who would like to work on the same topic. Negotiate a way forward including discussion on:

- what you will produce; its purpose and who it is for
- ways in which the group can make best use of the different interests and talents of members
- a schedule for the task to make sure you have something ready by the deadline: Thursday April 26th.

Post this on April 16th

Reflection 3: Reviewing the conference questions

Judgements involve comparisons and weighing priorities. We all reflect to a greater or lesser extent when we make a judgement. You can increase your awareness of this process by paying attention to it. In this exercise try to notice how and what you choose. What insight does this provide you into yourself and what is important to you? Medical schools aim to develop reflective practitioners. By doing this exercise you are helping yourself develop in this direction.

Purpose: to review the questions in the questions conference.

Task: Read what is in the questions conference. Pick out a question or comment you consider particularly important. Post the question or comment here. Explain why you think it is important.

Respond: to the person who posts an unexpected choice from the list. Their choice gives you some insight into their perspective and priorities which may be very different from yours. This is relevant because doctors need to both self knowledge and insight into others. *Christopher, please make links to the docs 'self knowledge' and 'collaboration'*. Check out the section on 'Why is it important to ask questions?' *Christopher, please make a link to the that section..*

Reflection 4

Purpose: To review the conference and blog experience so far.

Task: Think about the time you had at the conference and the time you have spent on line. Re-read the messages you have posted so far. These probably represent just a small part of the thinking and ideas you have had as a result of the conference and the blog.

- What impact have they had on you?
- In what ways have these experiences influenced or developed you, your knowledge level, your attitudes and your motivation?

Write about one or more of the ways in which you have moved on as a result of taking part in the conference and blog. Please post a reflection you are willing to share with group members here. If several people contribute the various contributions will form a resource that extends the reflection of each individual.

Respond: to the person who posts a reflection you find helpful or surprising explaining your response.

Aims and schedule

The blog runs from March 22nd until April 27th. We are having a break from April 5th – 15th. During the break you will still be able to access the blog but we do not expect people to post messages. The blog re-starts on April 16th, the deadline for posting your group work is Thursday April 26th and the last day for postings is April 27th. The site will remain open for another 6 weeks. Make sure you visit soon after May 22nd. That is the day we shall provide feedback on the leaflet, poster, game or multi-media show your group produces. The blog should help equip you for the next step towards the career of your choice. We hope you enjoy the on line experience.

The colour-coded parts of the blog

Stage one (turquoise)

E-tivities available to you during the conference. (You continue these after the conference).

Stage two (yellow)

E-tivities to develop your on line group communication after the conference.

Reflections (green)

Periodically you will be invited to reflect. One way of visually the process of reflection is to imagine your attention is like a camera with a zoom facility. The camera can zoom in to magnify something. For example you can zoom in on your own feelings, thoughts and reactions. Alternatively like the camera that zooms out you can adopt a wide viewpoint. This is like looking down on yourself and your situation from the ceiling. This helps you consider yourself in relation to others and the wider context of what is taking place.

Building something together (orange)

The main task of the blog is working collaboratively to construct a game, leaflet, poster or multi-media show for a particular audience of your choice.

Netiquette for this blog

Christopher to complete this.

Collaboration

Why should I get to know other students in my group?

The students attending the conference come from schools and colleges all over West Yorkshire. You share an interest in medicine and probably have much else in common. However there are also differences and you will learn a great deal if you can explore these with sensitivity and tact. Each of you has had a unique set of educational, social and family-related experiences that have shaped you into the person you are. Through meeting at the conference and taking part in the blog you have the chance to find out about others. You will help by sharing with your group information about yourself. You will learn most from others by showing respect for and interest in them. You will probably find that as you gain understanding of others your understanding of your self also increases. Doctors and other healthcare professionals serve all sectors of the community. For anyone hoping for a health-related career it is valuable to have experience of a broad cross section of the community. How representative is your group of society at large?

Self knowledge**Why do I need to increase my understanding of myself?**

Self knowledge is particularly important for those who work in health care. You need an accurate appreciation of your own competence, attitudes and beliefs. These determine your ability to provide good clinical care, develop successful relationships with your patients, and work effectively with colleagues. This blog involves you using a technique known as reflection. Through reflecting, and with the help of feedback from others, a doctor can judge her personal performance and decide how it could be improved. If you enter medicine you will find reflection is emphasized in medical school. This is to help you become a reflective practitioner: someone who continues to learn and develop throughout her career.

Insight into medicine**Why do I need to increase my insight into medicine?**

As you probably realize there is intense competition for medical school places. Admissions staff select candidates who demonstrate (in their UCAS personal statement and at interview) some understanding of what a career in medicine involves. The best way of gaining this understanding is through relevant experience of both hospital and community medical practice. This should help you develop a realistic impression of the demands of medical training and practice, working in a health care team, and serving the needs of patients. You will find it useful to get some experience in a range of caring situations, observing or working alongside health care staff, in either a voluntary or paid capacity. You should explore both the positive and negative aspects of a medical career, from talking to doctors and other health care professionals. This needs to be backed up by reading, on line research, and reflection. When you write your personal statement you must do more than list the various things you have done or seen. You also need to show some awareness of how that experience had an impact upon you. In other words the insight you gained from it, the questions it raised for you, and anything you have done to address those questions. The e-tivities in this blog are designed to help you do this. They will encourage group members to become acquainted, consider some medically-related issues, work together to produce something and reflect. All of this should help deepen

your understanding of what a career in medicine involves.

Appendix C

E-moderator Training Materials (Originally posted as webpages in Nathan Bodington)

Socialisation

The next stage of blog development is socialisation. Students will start to communicate with each other and leave comments to each other's posts.

There are two reasons for people to work together: Personal interest and common interest.

Personal interest will be dominated by the motivator of finding out more about medicine and of getting a place at university to study medicine. The second is based on being part of a community.

It is this common interest and the building of the community which needs moderation this in turn will create greater motivation as participants start to feel that they are making a valid contribution in a safe and non-threatening environment.

The blog participants are aware of the netiquette rules they have to adhere to and have also been informed of what is expected of them and what they can expect from you.

You will be expected to post at least twice a week once the welcoming phase is over.

If any problems occur within your blogging community i.e. inappropriate language, not recognising other people's views etc. contact me at c.murray@leeds.ac.uk outlining the nature of the problem and I will deal with the individual concerned.

Try to encouraging socialisation by responding to comments like the example below. When signposting others contributions always link the points or contributions to the objectives of the blog i.e. how is the contribution linked to getting into medicine or increasing insight into the work of a doctor:

Hello

A few of you have been making excellent points about work experience. Jane and Stuart made some worthwhile observations about the types of work experiences which would be useful to use on your UCAS form. Have a look at what they had to say. Their comments were made on the 23rd March in the comments section of the 'Getting your work experience wrong' activity. Does anyone have any comments to add to this?

Access and Motivation

At this initial stage of online learning. The 2 issues that will concern students and e-moderators are [access](#) and [motivation](#).

Access

Students may have varying access to technology. Some will have a computer at home others may have to rely on friends, family members, school, libraries etc.

After gaining access the students will need to be comfortable using the software. The students will be 'exposed' to ELGG during the conference and will be given instructions on how to be able to access their community, make comments and post messages. This is all they need to know how to do for the duration of the conference blog. Some students may explore the software tool in more detail, others will have problems.

A common issue is loss of passwords. If this occurs contact me at c.murray@leeds.ac.uk with the student's name.

Other common issues could be 'I don't know how to post a message' or 'I can't see the comments'. In the first instance signpost students to the relevant section of the ELGG instructions which will be linked to the welcome message in the community blog.

Motivation

One of the biggest influencers on use of an online tool is motivation and relevance.

All of the students have expressed an interest in studying medicine which will hopefully act as an initial motivator to use the tool. Continued use will depend on seeing the benefits of using the online facility. This is where the role of the e-moderator is paramount. If the e-moderator is invisible and not heard usage will more than likely decrease.

Students will need to feel that they are able to post and that their initial posts will be acknowledged. The e-moderator is an 'e-motivator' at this stage.

All students will post at the conference. The first post after the conference will be to the 'Your first message from afar' e-tivity. Here is an example of what a student may post.

Hello

I'm John. I was the tall one with brown hair. I'm currently at home in my bedroom practising using the blog and reading some of the other posts. Since the conference I have been doing some research into getting into medical school as well as catching up with some of my favourite TV shows.

The e-moderator should 'comment' on all the entries made in this section.

Hello John-Yes I remember you! Good to see you back! If you see any posts that

interest you reply to them using the 'comments' button. Why don't you share with others what you have learned from your research. I'm sure they'd be interested to know. If you have any questions about using the blog just get in touch.

Jill your e-moderator

If after a couple of days there are still people who have not posted send them a personal e-mail. An example can be found below.

Hi

I'm Jill one of the e-moderators. I met you at the medical conference. It would be great to hear from you in the blog. Are there any problems I can help you with? Are you having trouble logging on or working out how to post and read entries?

Let me know if there's anything I can help you with.

Thanks

Jill

The key at this stage is to get people posting, make yourself visible and start to encourage the next stage of online activity, socialisation.

If you have any comments, reflections, questions about access or motivation post them into the e-moderators blog [here](#).

Socialisation

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Appendix D

Pre-use Questionnaire results

Response Rate 39%

Do you use any of the following sites/tools? (Tick all that apply)	Response Total
MySpace	16
Facebook	5
Yahoo Groups	2
Google Groups	8
Blogging sites like 'blogger'	0
Flickr	0
Wikis	5
Messenger i.e. MSN	33
You Tube	26
Don't use them	2
Other (please specify) Tagged Hotmail hi5 hi5 Bebo Bebo Used to use MSN but not anymore	7

Total Respondents, 38
(skipped this question), 0

How often do you use the sites/tools?							
	Everyday	2-5 times a week	Weekly	Fortnightly	Monthly	Less than monthly	Don't use this
MySpace	5	5	0	1	1	0	16
Facebook	1	1	1	0	1	0	24
Yahoo Groups	0	0	0	0	1	0	27
Google Groups	1	0	1	0	2	0	24
Blogging sites like 'blogger'	0	0	0	0	0	1	27
Flickr	0	0	0	0	0	0	28
Wikis	0	0	2	1	1	0	24
Messenger i.e. MSN	8	11	5	2	0	0	2
You Tube	0	2	9	5	3	4	5

Total Respondents, 28
(skipped this question), 10

What do you predominantly use them for?	Response Total
To talk to friends	27
To make new friends	7

To join communities with people who have the same interests as me	3
Other (please specify) To get Help with work Checking out videos on youtube Research To find music videos I don't use them Viewing clips	6

Total Respondents, 28
(skipped this question), 10

Have you ever (tick all that apply)	Response Total
Started your own online community	2
Started your own blog	2
Joined an online community	14
Posted comments on a friends blog or community	20
Posted comments on a strangers blog or community	8
None of the above	4

Total Respondents, 28
(skipped this question), 10

Thinking of your use of blogs wikis video sharing sites i.e. Youtube or picture sharing sites i.e. flickr How would you describe your main usage of these tools/sites	Response Total
I don't use them	7
I use them now and again but don't contribute anything to them	13
I use them often but don't contribute anything to them	6
I use them often and either upload videos/upload pictures/create blogs/create or add to wikis	2
Other (please specify)	0

Total Respondents, 28
(skipped this question), 10

Do you think that these sites including myspace facebook etc should only be used for leisure purpose or would you use your profile for educational purposes?	Response Total
Leisure only	8
Education and Leisure is fine with me!	20

Total Respondents, 28
(skipped this question), 10

Can you explain your reasons for your answer?

1. for education very beneficial as u can recieve help from people and ask their opinions and thoughts e.t.c leisure to stay in contact with freinds and family.
2. I believe these sites are more for you to get to know other people better and have fun talking to friends online. I don't think they would be very good for educational purposes because some people may not read the notes put on seeing that they are not from friends or family. I think these sites are predominantly for people to socialise and interact with each other rather than learning. Most people want use the sites to talk to friends away from working and learning atmospheres, socialising outside of 'school and education'.
3. I discuss my education with friends as much as my social life. etc.
4. if education goes alongside leisure it generally works better!
5. Lots of people use these sites to communicate with friends, but if you are using these on a daily regular basis, why not use them for educational purposes? A potentially powerful tool I think!
6. I think people should be able to use them for whatever they want. As long as it doesn't offend people, people should be allowed to express whhat they want to.
7. both, becuae there should be a balance
8. sometimes help with homework could be really useful if explained by other students like myself.
9. I don't think I'd use them for educational purposes
10. I use websites like these too gain insight into how different peoples mind works. I find the world intresting in my own point of view, but looking at the world at different angles, at different perspectives and even through different eyes is an amazing, if not beautiful achievement I have been able to obtain from websites such as these. Seeing the world in more than one point of view is a very valuable gift which gives alot of insight, understanding and clarity to how this life and the world around us works.
11. it allows you share ideas with people who have the same educational interests and would be a good way to get people more involved in their education by making it more interactive and interesting
12. There is such a large amount of material and opportunities available when using these sites that it makes sense to use these sites for both leisure and education.

13. Who says education is not fun? But while i am talking to my friends I would be able to do some work get some information and just share knowledge. I would really enjoy a profile which enabled me to talk to people who have been through the medicine course and are now successful.
14. I think it would be a useful and more attractive way of learning
15. It allows me to only have to use one site for both; which is easier.
16. If you can use them for leisure , i'm sure it wouldn't hurt to make them an educational resource.
17. its fine both ways as you can learn and enjoy it aswell
18. i think of myspace as a place to make friends and talk to people informally and not to be used for serious activites including education.
19. You can find out importsnt things as well as looking for leisure
20. they are sued so much that they get in the way of you doing other thingsbut if it were encorporated then it would tempt students to use these facilites and better there education
21. i think that alot of people feel that you should be able to keep education seperate from socialising and if some people saw a mix they may stop using it
22. think myspace is just for having a laugh with your mates. its nothing serious and so i wouldnt use it for anything 'education' based.
23. i do not believe it would be a suitable way fo learning
24. believe it would be helpful as more and more young people are using these sites frequently. it can be used as a way to get through to young people.

Total Respondents, 24
 (skipped this question), 14

In what ways do you think using social software podcasting video (e.g youtube) could help with your learning?	Definitely Helpful		Perhaps		I wouldn't like to	N/A
Linking with other students	8	8	8	0	4	0
Linking with students doing the course I want to do at university/college	22	1	3	0	2	0
Linking with	16	6	4	1	1	0

people doing the job I want to do						
Access to a collection of learning materials online	16	5	5	1	1	0
Being able express my own learning through a podcast blog or video presentation	6	4	8	2	7	1

Total Respondents, 28
(skipped this question), 10

What is your main reason for not using social software/sites?	Response Total
I don't like computers	0
I'd rather talk to people face to face	1
I'd never really thought of using these kind of sites	0
I don't have the time	1
I'd rather keep my thoughts and opinions to myself	1
Other (please specify)	0

Total Respondents, 2
(skipped this question), 36

Do you download podcasts?	Response Total
Yes	7
No	22

Total Respondents, 29
(skipped this question), 9

What type of podcasts do you download? (Tick all that apply)	Response Total
Educational i.e lectures	3
Radio shows	5
News	2
Interviews	2
Other (please specify)	0

Total Respondents, 7
(skipped this question), 31

What do you listen to your podcasts on? (Tick all that apply)	Response Total
Mobile phone	1
Mp3 Player	4
Computer	4

Other (please specify)	0
------------------------	---

Total Respondents, 7
 (skipped this question), 31

Why do you not download podcasts?	Response Total
Nothing to play them on	1
Don't know what's available	11
Don't like them	4
Other (please specify) don't know what they are! don't know what they are! don't know what they are! not really interested Don't really know how to I don't need to Not one of my hobbies dont really know how, and i think it may cost sometimes	8

Total Respondents, 22
 (skipped this question), 16

Appendix E-Summative Questionnaire

How would you describe your use of the conference blog tool AFTER the day of the conference?		
Answer Options	Response Percent	Response Count
Didn't look at it again	10.3%	3
Only read it to see what was going on	31.0%	9
I only posted 1 or 2 messages	48.3%	14
I made regular posts	13.8%	4
<i>answered question</i>		29
<i>skipped question</i>		0

What was your main reason for not using the blog?		
Answer Options	Response Percent	Response Count

I don't like computers	0.0%	0
I don't like this type of thing	0.0%	0
Didn't have the time	100.0%	2
I think I know all I need to know about medicine and applying	0.0%	0
Couldn't access computers	50.0%	1
Seemed like more work	0.0%	0
I didn't like the exercises	0.0%	0
I didn't like the eduspaces site	50.0%	1
Other (please specify)	0.0%	0
<i>answered question</i>		2
<i>skipped question</i>		27

What did you not like about the exercises?	
Answer Options	Response Count
	0
<i>answered question</i>	0
<i>skipped question</i>	29

What were the most useful things about using the blog?				
Answer Options	Not useful	Useful	Very useful	Response Count
Being able to ask medical students questions	6	11	9	26
Being able to share thoughts with other	5	14	7	26

students wanting to do medicine				
Doing the exercises	7	16	3	26
Being able to see what other students were asking/writing	5	20	1	26

answered question

skipped question

In your opinion from using the blog :

Answer Options	I know the same	I know more
Do you know more or the same about the skills required in medicine	13	13
Do you know more or the same about being a medical student	7	19

answered question

skipped question

Do you agree or disagree with the following statements

Answer Options	Agree	Doesn't matter	Disagree	Response Count
I think you need a lot of confidence to be the first one to reply or post a message	11	11	5	27
I think you need a lot of confidence to put something on a blog or message board if you are not sure you are right	16	6	5	27

I would worry about putting something others might find 'stupid'	13	5	9	27
E-moderators need to take a big role in getting people to use blogs, message boards etc	19	8	0	27

answered question

skipped question

Do you take part in any of the activity listed below?

Answer Options	Yes	No	Response Count
I have a profile on another social networking site i.e Myspace, Facebook, Hi5, Bebo etc.	16	11	27
I have my own blog	4	23	27
I have my own website	2	25	27

answered question

skipped question

Answer Options	Less Likely	No Difference	More Likely	Response Count
Completion had 30 UCAS points attached to it	0	3	24	27
Participation would guarantee you an interview at Leeds	0	2	25	27
You would have received a certificate to put on your UCAS form/talk about at	0	1	26	27

interviews				
				27
				2

Should we run the blog again next year? (tick all that apply)		
Answer Options	Response Percent	Response Count
Yes keep it all the same	44.4%	12
Yes but not using eduspaces	11.1%	3
Yes but with fewer exercises	22.2%	6
Yes but have no exercises and just let people chat	18.5%	5
Yes but have more time for training	18.5%	5
No don't bother!	3.7%	1
<i>answered question</i>		27
<i>skipped question</i>		2

Anything else you would like to say about your use of the conference blog

I think using eduspaces is a good idea but the main problem I found was that almost nobody else in my group made any contribution except one person who goes to my college anyway. I think some people just haven't visited blog since the conference and others were a bit unsure what to write.

Yes i would like to say that i would of participated more if someone else started to post, or if the e-moderator pushed us all a little more to participate.

I found that because it was so near to exams people were less enclined on using the blog plus thier was no reward or amunition to continue with the blog

Noone is bothered about it apaert from me, but i quit as noone else uses it!

instead of us asjing med students stuff. yhey should jus talk and tell us stuff on the blogg.

I'm not sure why only one of my group used it at all. Perhaps if you took a lot more photos on the day (groups posing etc.) and then put them on the site within a day or two of the conference people would access it to see the photos (similarly to looking at photos of parties on myspace, bebo, etc.) and from there take part in the blog. I used it and thought the most helpful thing was to have a current medical student you could ask questions.

I believe that this blog could have worked alot better than it did if the people who attended the university open day participated more often on the block. This is not the university's fault and I believe this blog is a very good idea; an idea which has inspired me to create a blog for upcoming medical students simply to share views and discuss medicine with each other.

i was a bit confused how to use the website... i think that if i had understood it better then i would

have used it a lot more than i did

I was disapointed that few other attendees did not continue to use the blog, I was one of 3 people who posted after the conference, one which was a university student at leeds.

it should be on for a lot longer than just a few weeks

i think i would have got more out of it if other people in my group had logged on. i think if there had been more of an insentive rather than just tasks it could have worked better.

it was frustrating as i was perfetly prepared to do the exercises or add comments and questions but nobody else was and i didnt feel very comfortable in being the fist to do so

I missed the first two weeks of the blog due to a holiday, and was dissapointed about the lack of response from other people in my group. After two weeks away, there had been 3 new responses. I felt had more people been using the blog, I would have been more likely to discover something new, or learn something that I didn't previously know.

Would you like the blog to stay open so you can continue discussing your experiences and ask questions? All of those who say yes will be placed in one group.		
Answer Options	Response Percent	Response Count
Yes	77.8%	21
No	22.2%	6
<i>answered question</i>		27
<i>skipped question</i>		2

Appendix F- E-moderator Responses

Do you feel you received enough training to fulfil the role of e-moderator?		
Answer Options	Response Percent	Response Count
Yes	100.0%	4
No	0.0%	0
<i>answered question</i>		4
<i>skipped question</i>		0

Do you think you received enough training on the eduspaces tool?		
Answer Options	Response Percent	Response Count
Yes	100.0%	4
No	0.0%	0
<i>answered question</i>		4
<i>skipped question</i>		0

Are there any comments you would like to make about your experience?

Easy to pick up everything once it was running! Good to see the students enjoyed keeping in touch on the blog, more than I expected they would.

It was a really good experience and quite fulfilling being able to answer questions and give advice about applying

for Medicine.

It would have been a really useful tool if my group had participated, and they seemed really keen on the day but only one or two made a post after the conference despite the letter from Carreen and an email from me.