

Exploring participation and discussion in an online professional learning community on Twitter

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Background

- Twitter could create a community of practice (CoP) where learning happens through social interactions and negotiations of meaning (Rolls et al., 2016).
 - Engage educators in informal, just-in-time professional learning
 - Promote professional development through sharing information and resources, participating in online discussions, and establishing professional connections (Xing & Gao, 2018).

Background

- Medical Education
 - Twitter as a learning tool for students to increase engagement (Diug, Kendal, & Ilic, 2016), promote cognitive and metacognitive development (Jalali et al., 2015), and enhance learning experience in various content areas such as Anatomy (Hennessy et al., 2016) and Surgery (Reames et al., 2016).
 - However, the attention to Twitter as a platform for professional development in Medical Education is still scant.

Study focus

- Explore how medical educators participate and engage in discussions in a Twitter-facilitated professional learning community under #MedEdChat.
 - What was the overall participation on the #MedEdChat discussions?
 - What types of discussions did participants engage in #MedEdChat?

Methods

- Twitter chat transcripts with #MedEdChat from Jan 3, 2019 to December 19, 2019
 - Runs weekly conversations around various medical education topics Thursday nights at 9pm EST for an hour
 - Moderated by the Alliance for Clinical Education (Dr. Gary Beck Dallaghan)
 - 37 discussion topics were included

Methods

- Overall participation
 - Descriptive statistics – number of participants and posts (i.e. original posts, retweets, and interactions using @)

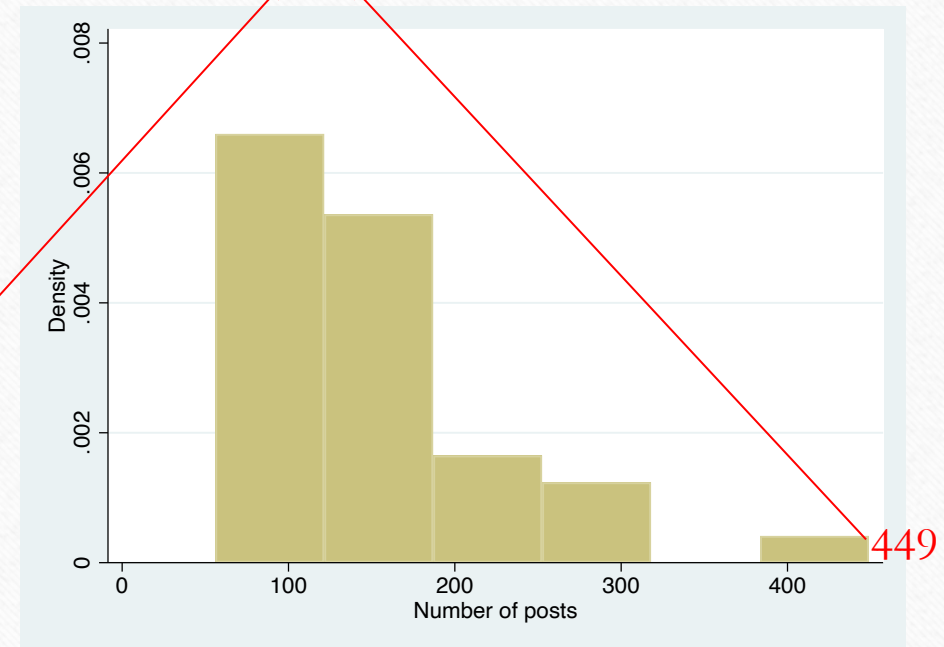
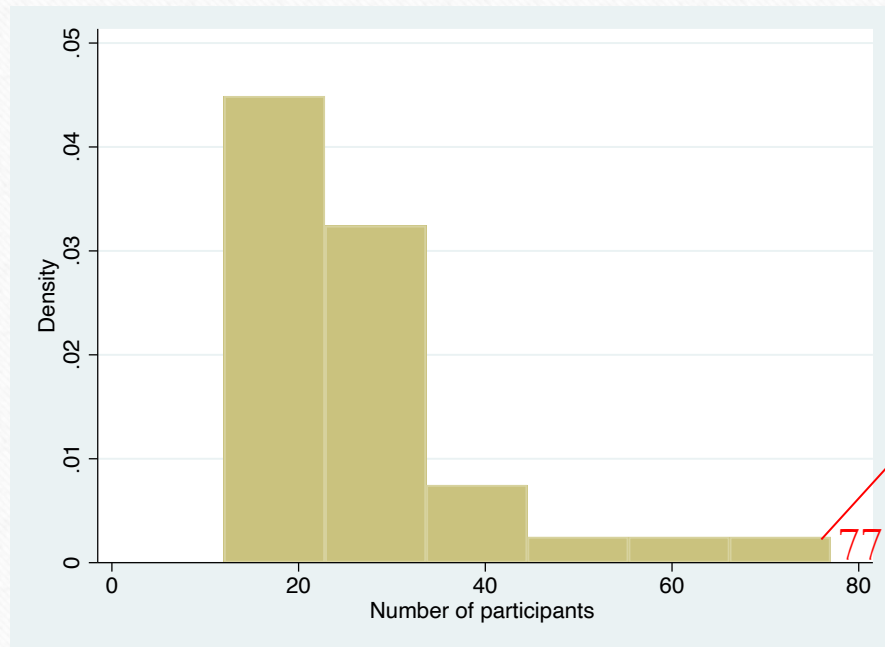
Methods

- Types of discussion
 - Content analysis (adapted from Uijl et al., 2017)

Category	Codes	Definition/Example
Social	social	Hello, this is XX from XX
Functional/Technical	functional	Moderating posts (Topic 1:XXX); We will assume all of your tweets are your own during this hour; T1 about to come up in a few moments
	retweet	Use RT at the very beginning
Content	claim	Original idea responding to the discussing topics
	build on	New ideas that are built upon a previous post
	agree/disagree	Agree or disagree with a previous post
	question	A direct question asked (do not include rhetorical questions. Those are not really questions but more expressing some kind of idea)
	answer	Answering a previous person's question (not answer to the discussing topics)
	cite outside information	Either directly citing outside information (e.g., here is a link to XXX) or indirectly citing (e.g., CREOG have begun the process of ...)
	Affection	Expressing like or dislike (e.g., @someone Love it!)

Results

- Overall participation under #MedEdChat



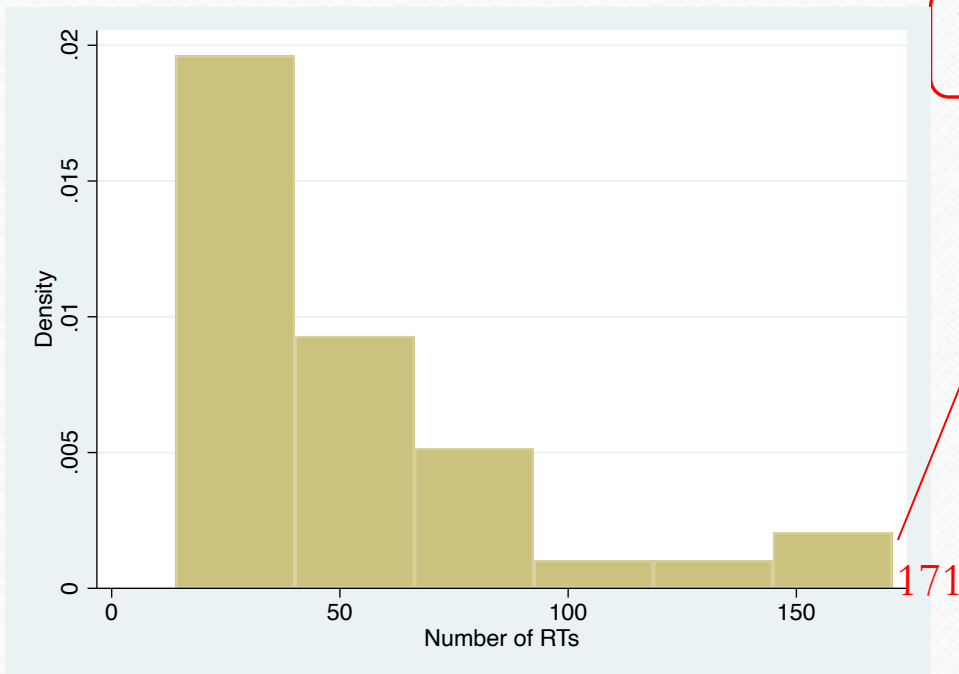
"The rise of medical education podcasts"

77

449

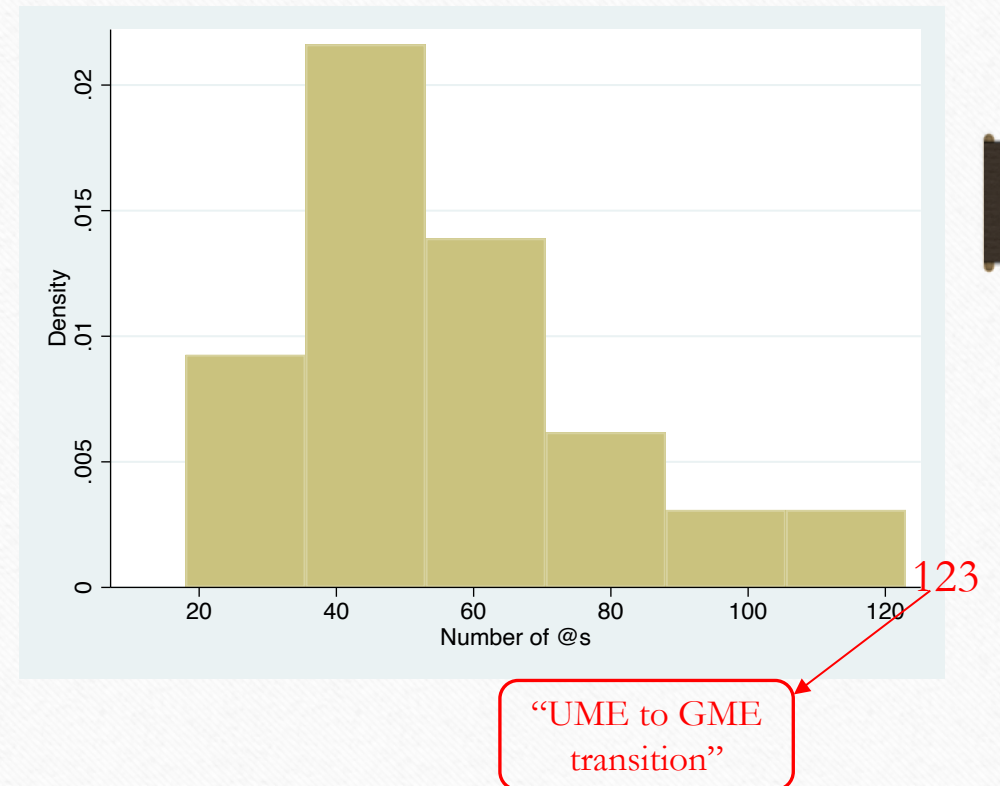
Results

- Overall participation under #MedEdChat



“Peer mentoring program”

171

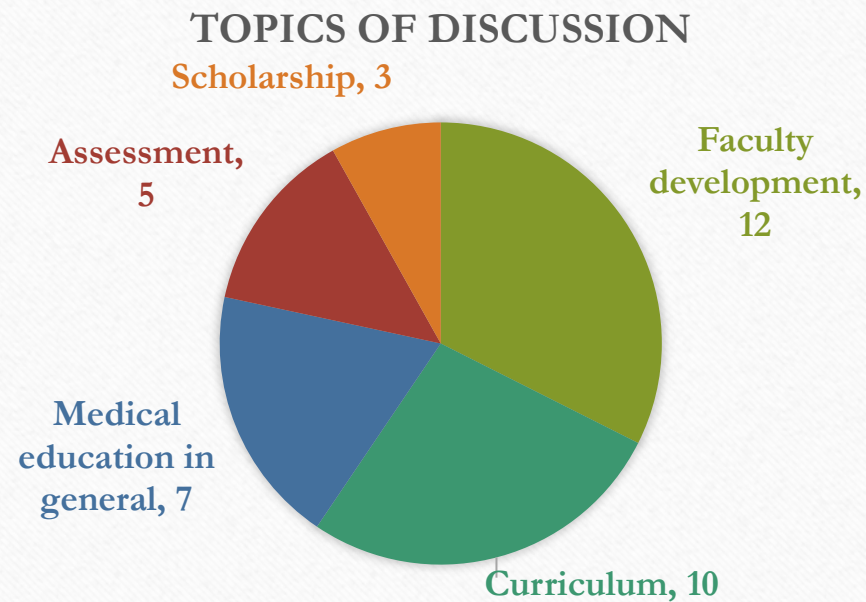


“UME to GME transition”

123

Results

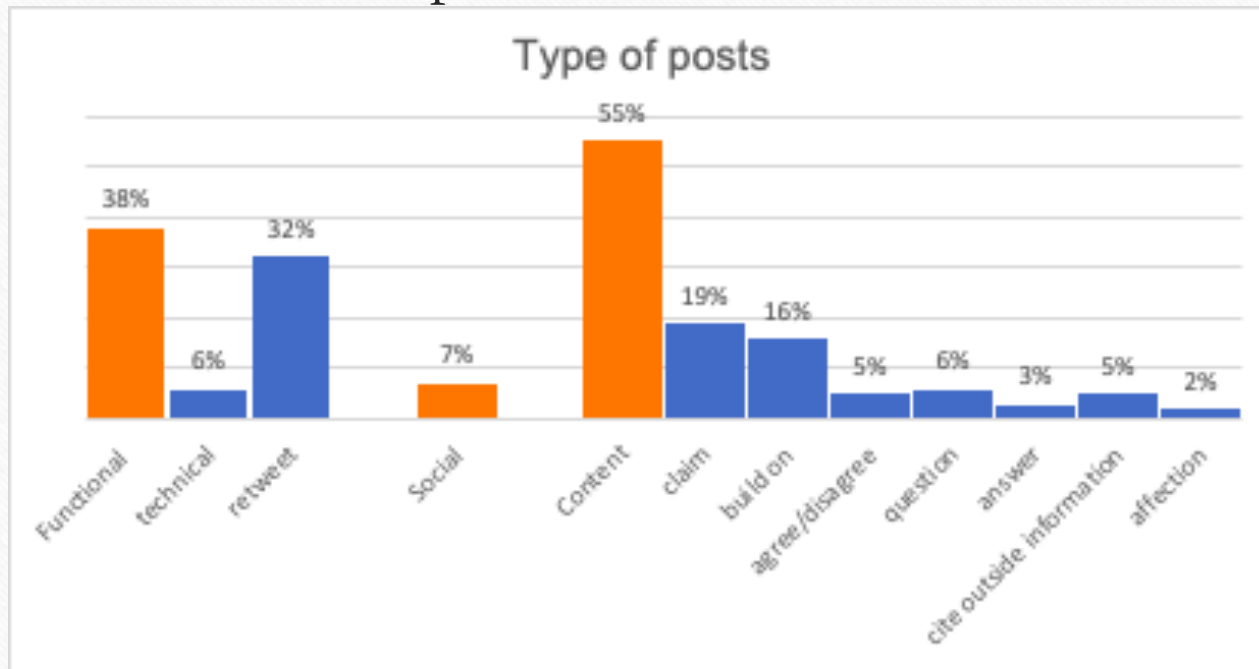
- Five categories of topics



- Faculty Development (e.g., Train faculty in Learner-centered environment)
- Curriculum (e.g., UME to GME transition)
- Medical Education in general (e.g., Medical Education in 2030)
- Assessment (e.g., Should Step 1 come after clerkship?)
- Scholarship (e.g., Getting to yes)

Results

- Types of discussion posts



Discussion

- Participating in Twitter-facilitated online communication could be beneficial for collective knowledge building, collaborative problem-solving, and curating ideas and information (Xing & Gao, 2018; Rodesiler, 2015)
- This descriptive study could provide implications for future study to further explore the shared knowledge building and social interactions on the Twitter platform.

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Thank you!

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