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„INSIGHTS FOR ONLINE PROFESSIONAL COMMUNITIES"**

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IMMERSIVE NEW WORLD: WEB 3.0 COMMUNITIES, SOCIAL NETWORKS AND SHARED DREAMS

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If Web 1.0 was about information and e-commerce, and Web 2.0 was about collaboration, web communities and social networks, what are the Web 3.0 and the new century about?

The 21st century started with a digital revolution; communicate, connect and collaborate via the Internet was the moto for everyone; the whole world passed from the industrial age to the communication and collaboration age. Modernisation of collaborative working, learning and fun was supported by new technologies making groups and community active engagement in tasks and entertainment possible and easy. Joint development and exchange of good practice lead to active engagement and organic evolution based on shared content which serves as the background for new knowledge building. Such involvement through the eyeball of participation supported the process from being a newbie to becoming a master by exchanging information, sharing knowledge and stealing skills based on empathy. This engagement activated online users' sense of complete interconnectedness, closeness, belonging and mastery within their chosen community of practice. Such interconnectedness within clusters of similar thinking makes each member's kindness, best practice or idea instantly shared in real time by all members and is used by organisations and companies to carefully listen and respond. However, the first century decade also started with societal and financial challenges: the financial system is collapsing; people are currently defending their subject territories; open sharing is not an option for organisations and companies; and almost everyone guards their online knowledge, experience and affairs. A new paradigm is urgently needed.

The new Semantic web interconnects the meaning rather than the wording for massive user generated content. We are bound to others to cocreate supported by co-development platforms and idea management systems for evolving innovation triggered by simultaneous community learning as an entity. Such interconnecting behaviours generate immersive experiences designed by User Experience Plus (UX+) to fit their purpose and provide quality added value to

virtual collaboration. UX+ is focusing on the fundamental aspects of human online behaviour to design, develop and evaluate immersive worlds as collective intelligence systems. For such systems to function, they require cultivation of open sharing, interconnectedness, trust and a sense of belonging so cocreative flow occurs within peers' zones of proximal development. Such collective intelligence platforms aid in community members' shared imagination and dreams creating immersive experiences as strong vibrations to remember.

Web 3.0 is about interconnectedness for virtual collaboration towards learning, creation and innovation within Immersive New Worlds; such behavioural qualities exist in our DNA.

LEARNING IN OPEN NETWORKS

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Traditionally we have sought to make online professional learning communities replicate those which exist offline, but taking advantage of digital technology to transcend issues of scale and geography. Learning in communities has focussed on developing shared purpose, identity, norms and belonging.

Online social networks, such as Twitter, allow us to learn in other ways which are less centred on communities. Individuals can form diverse networks fostering heterogeneity in thinking and innovation.

This talk will discuss several instances of learning within open networks and illustrate the challenges along with the benefits.

To be successful at learning in open networks, we need to take responsibility for the focus of our learning, and to be reflexive in our interactions with others.

A NETWORKED LEARNING PERSPECTIVE ON PROFESSIONAL DEVELOPMENT: HOW CONNECTED ARE YOU?

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In this presentation I would like to emphasise the role that networked relationships play in lifelong learning and professional development. To do this I would like to take a closer look at professional development and how this is integrated in day-to-day work practices. 'Ordinary' work-related problems are an important starting point for learning and development. Research shows that being connected with fellow professionals plays a crucial role in finding information and co-construct knowledge. These professional networks, one can say, are a driving force behind informal learning and allow professionals to stay in touch with core issues within their profession. One of the key questions from a networked learning perspective is: "What makes a learning tie?". In this presentation I will reflect on the learning properties of networks and how professionals can create and maintain a social 'web' of relations in support of their professional development.

FROM NOVICE NOVICES TO NOVICE EXPERTS

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In this key-note an overview will be given of the past three years of the NOVICE project, which has been supported by an EU grant (505232-LLP-1-2009-I-NL-KA3-KA3NW) awarded under the EU's Lifelong Learning Programme. The primary output of this project has been a European network of information and communication technology (ICT) educationalists to facilitate knowledge exchange about the possibilities of ICT for informal, lifelong learning. The project research aimed to evaluate the benefits and limitations of this type of lifelong learning for a specific group of professionals participating in an online Community of Practice. The results will inform best practices on how to support informal, lifelong learning using ICT.

At first a summary will be presented from the studies that have been performed during the three years of the NOVICE project. What types of evidence have been generated on the benefits and limitations of informal, lifelong learning using ICT? Did members of the online network utilise the unique opportunities that E-learning offers to support lifelong learning? Our findings will be elaborated upon from a broader perspective, applying theories around social learning, dialogue and Web 2.0 technologies. The speaker will also include relevant findings from her own studies on social learning and dialogue.

Secondly, now that NOVICE has nearly three years of experience in the field of online informal lifelong learning, what vistas could be outlined for the future? Based on lessons learned, what steps are recommended whereby ICT educationalists assist members making the transfer from novices to NOVICE experts? In addition, points will be raised relating to the need for veterinary professionals to be aware of the importance of lifelong learning from the beginning of their training. From the start of the NOVICE project students as well as veterinary practitioners have been involved, but to date student participation has been relatively low. In what way could NOVICE play a role in the process of lifelong learning that veterinarians need to do to meet the changing demands of their profession? For instance, how has NOVICE helped veterinary practitioners develop ICT skills? And, even more important, how is the next step possible, to

allow members, current and future, to benefit further through enhanced opportunities for informal, lifelong learning? From the literature on lifelong learning of veterinary professionals, some recommendations will be discussed.

At the end of the presentation, questions and contributions from the audience are welcomed.

WORKSHOPS

ONLINE COMMUNITIES: THE NEW WAY OF CONTINUING LEARNING IN PRACTICE?

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Introduction:

Not so long ago computers were for lonely hearts and nerds, sitting behind their computer to play computer games or consume information someone else put on the web. No more: social media have brought communication, collaboration and creation to the web. Interaction with others, for example working together to write guidelines for specific professional topics in (veterinary) medicine, makes new forms of continuing education possible. In what ways can online communities help to solve transfer problems of continuing education, for instance the lecture of the expert of whom we remember little the next day, or which we can not apply because a patient with those symptoms does not show up in your practice for months. What are the possibilities that social media offer to make continuing education more just-in-time, and more relevant to your daily practice?

Objectives:

The purpose of this workshop is that participants (a) discuss examples of the use of social media for continuing education in different professional settings (b) explore in which ways these principles could be applied to their own continuing education needs and (c) practice with some of the tools which have been discussed

Approach:

Short introduction about the specific qualities of certain social media applications and examples how these qualities have been applied in medicine or veterinary science (for instance WikiVet, VETsnet and NOVICE). In this introduction the distinction between learning and education will be explained.

Discussion about continuing education needs of participants and how these needs could be fullfilled using social media tools.

Develop a plan in small groups for continuing education using online networking tools. THIS ALL WITH THE MOTTO: LEARNING IS AND HAS TO BE FUN !

FORMAL AND INFORMAL LEARNING COMBINED: HOW 1 AND 1 MAKES 3

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This workshop will combine formal and informal learning through activities around two online initiatives, Elevate and Novice.

The first part of the workshop involves the foundation of an online academy, called Elevate. This academy educates international health professionals, in order to elevate professional knowledge, to spread knowledge on health and to improve health worldwide.

We started with this online academy because of a growing notion that our institutes (Utrecht University and the Utrecht Medical Center) continue to gain valuable research outcomes on (human and animal) health, but fails to share them with professionals who are on positions where they can apply the research outcomes in their daily practice.

We started out with just two institutes, but already two more partners have joined us and we are looking for more partners.

Elevate provides a platform for e-learning activities where innovative new ways of learning will be explored, developed and extrapolated to various fields. Virtual, innovative, mobile and interactive are the keywords.

We will present our lessons learned on how to develop online courses related to new ways of learning on a global scale, including: philosophy of online learning, differences between offline and online learning, cultural considerations, how to participate (as a participant or as a partner). 'How to' and 'tips and tricks' will be provided, with a strong focus on practical application.

Novice and Elevate are obvious partners because not all learning of health professionals occurs formal, for example in postgraduate education programmes. Furthermore, sharing your learning experiences from formal educational moments in an informal way with friends and colleagues who could not take part, will ensure an increase in learning gains. This is why, besides formal learning, the workshops also highlights the value of informal learning.

The second part of our workshop will be dedicated to Novice, which aims to support informal lifelong learning. The focus will be on the added value of reflection in learning, individually as well as in social interaction. Within Novice

individual blog writing as well as blog writing for groups is supported and during this workshop we'll focus on maximising the learning value of those tools.

Very short introduction on reflective blog writing (and why reflecting is so important).

Skills to put added value to blogs (including quotes & examples).

Exercises in blog writing.

ATTITUDES TOWARDS THE USE OF ANIMALS AND THE ROLE OF EDUCATION

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The Department Animals in Science & Society (DASS) of the Faculty of Veterinary Medicine at Utrecht University aims at optimizing animal welfare through research, education, and communication.

The various divisions of the DASS offer courses on Animal Welfare & Laboratory Animal Science, Behavioural Neuroscience and Human-Animal relationship within the Veterinary Medicine study program as well as a number of extra-curricular courses. The education provided by the department is besides the transfer of scientific knowledge dedicated to building the attitudes of the future veterinarian or researcher towards the (emotional) demands of animals. This way we aim to contribute to animal welfare by offering knowledge on the demands of animals and building critical attitudes in our students towards the use of animals in our society. Concerning our focus to guide the perception with respect to animals, questions we would like to answer are:

Is attitude towards animals dependent on education level, point in career and/or work place?

What are the attitudes of students towards animals before participating in our educational programs?

Does our teaching affect these attitudes, and are we satisfied with this effect?

Ultimately, answers to these questions will lead to insight in the quality of our education and opportunities for the future.

The building of attitudes towards animals is a major goal of our Laboratory Animal Science (LAS) master and graduate education; therefore the first emphasis of our interest lies in LAS. This year (2012) we aim to validate questions on the attitudes toward laboratory animals. Therefore we have asked students in Veterinary Medicine and graduate students from other faculties to answer 36 questions. Factor analysis will be used to differentiate the 10 most discriminating questions on attitudes towards laboratory animals. The resulting questionnaire will then be used before and after students participate in our educational programs.

Workshop

Goal: gain more insight into how and why attitudes towards the use of animals change (or not)

Participants are asked to fill out a selection of the above mentioned questions.

Short introduction to the research and LAS

Participants are then again asked to answer the selected set of questions.

Thereafter the results are discussed:

Exchange between participants in the explanation of why attitudes have or have not changed.

Did a specific piece of information affect the attitude score?

Can we or how do we want to incorporate this in our teaching?

THE USE OF NOVICE IN FORMAL EDUCATION

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Universities use an electronic learning environment (like Blackboard) for formal education. Since most of the electronic learning environments are not easy accessible for staff from outside the university, it is difficult to share information with teachers from outside. It can have added value to replace a module in e.g. Blackboard by a group in Novice. Especially in veterinary medicine the expertise on a specific topic or course can be widespread over the country/world and courses can be given by teachers from other universities; that's where NOVICE can have an increased value.

At the Faculty of Veterinary Medicine Utrecht, the Netherlands, there have been three pilots of using NOVICE as electronic learning environment. This concerned the elective courses 'Tropical Animal Health', 'Fish' and 'Didactic Skills in Veterinary Medicine'. These courses had a multidisciplinary and transgressing approach where teachers from several different countries were involved. The next pilot will run from the 3rd of September until the 5th of October so that we can review the results during the conference.

The objective of the workshop 'The use of NOVICE in formal education' is to give an overview of the abilities that NOVICE has, to share best practices and to inspire others to use NOVICE for formal education. Because the goal is not only to inform and inspire others but also to look and discuss where NOVICE can have an increased value versus its pitfalls, the workshop aims on students as well as teachers.

These goals will be achieved by giving an introduction on NOVICE and how it can be used as an electronic learning environment for formal education, followed by sharing the experiences/best practices we had by using it as a communication platform for elective courses. After this general session (20 min) there will be time for assignments in small groups (30 minutes). These assignments are to look for/discuss about opportunities where NOVICE can have an increased value in formal education and to review its pitfalls. When these sessions are done every group has to present their findings that will be discussed (30 min). The workshop will end with a short summary of all the aspects that have past (10 min).

SUPPLEMENTING CURRICULA & CEPD WITH AQUATIC VETERINARY MEDICINE

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This workshop is specifically designed to follow up on the general presentation dealing with International Approaches to Expanding Aquatic Veterinary Educational and day-One Competency. To help focus participants on issues, and provoke thinking and discussion, there will be three brief presentations to introduce: "WAVMA Aquatic Veterinary Day-One Competency Program", "Aquatic Veterinary Board Certification & Specialization Programs" and "Encouraging Aquatic Courses in Veterinary School Curricula".

Through facilitated audience discussion, a set of recommendations and actions will be developed that might advance veterinary education for international audiences, particularly those that might utilize NOVICE and other web-based and distance-learning tools and programs. Captured by a rapporteur, these will be presented during the closing session of this Conference.

NOVICE & WEB-BASED AQUATIC VETERINARY EDUCATION PROGRAMS

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This workshop is specifically designed to follow up on the general presentation dealing with Promoting Aquatic Vet Education through NOVICE & Other Social Media. To help focus workshop participants on issues, and provoke their thinking and discussion involving identifying future directions and needs for NOVICE, social media and other web-based platforms for expanding aquatic veterinary education, three brief presentations will introduce: "University of Utrecht's NOVICE Fish Medicine Course", "Using NOVICE and Other Social Media to Promote Aquatic Veterinary Medicine" and "WAVMA WebCEPD (Webinars) for Global Aquatic Veterinary Education".

Through facilitated audience discussion, a set of recommendations and actions will be developed that might advance veterinary education for international audiences, particularly those that might utilize NOVICE and other web-based and distance-learning tools and programs. Captured by a rapporteur, these will be presented during the closing session of this Conference.

NOVICE: 'THE FACEBOOK FOR VET STUDENTS' OR 'THE SUBSTITUTION OF BLACKBOARD'? WHAT WOULD SUIT YOU?

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Since the establishment of the NOVICE-project the number of members keeps increasing and surpassed the number of two thousand in May this year. Nevertheless, the percentage of active users stays low and some members don't visit the website at all.

The aim of this workshop is to investigate how NOVICE can draw the attention and keep members motivated to participate in group discussions.

To create a directed discussion, the workshop aims at students only.

The aims will be achieved by giving a short introduction on the use of NOVICE and the facilities the platform offers. Other online communities like 'Facebook' and 'LinkedIn' will be highlighted, looking at the differences between those and the NOVICE platform. An inventory of who uses which online community will be made, with special attention on why they make use of that specific platform. After this common part (20 min) there is time for a brainstorm session (30 min) in smaller groups of 3-5 students. These will discuss what NOVICE should have to do to increase the interest and activity of veterinary students. After this brainstorm session every group will present their findings, followed by a plenary discussion (30 min). The workshop will end with a summary of the discussions during the workshop (10 min).

IMPLEMENTATION OF AN E-BUDDY SYSTEM IN SECONDARY EDUCATION

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Although ICT is more and more used in secondary education, the integration of ICT in education remains behind. To achieve successful integration of ICT in teaching practice teachers need to have the Will (attitude), the Skills (knowledge of ICT and knowledge how to use it) and the Tools (access to ICT). Koehler & Mishra (2008) introduced in this context Technological Pedagogical Content Knowledge (TPCK) as a conceptual framework to indicate that the integration of subject matter -, educational - and ICT skills are needed to successfully integrate ICT in education.

In my master thesis I have shown that working in teams can improve the professional development of teachers. However, in every team there are experts and novices in using ICT in their school practice. The experts have developed the TPACK-skills and have a good attitude towards ICT integration. Rather than working in teams De Boer (2004) states that an e-buddy system is one of the possibilities to help developing those skills with teachers who are just beginning to use ICT in their education to achieve those skills and develop the right attitude with respect to ICT-integration.

Teachers who are advanced users of ICT in their education know which ICT-tool in which situation is required, how they can use this tool and have the right attitude to be able to use it in their classroom in order to increase learning outcomes of students. Those teachers can for fill the role of e-buddy for their colleagues who have difficulties or have a lack of attitude towards the integration of ICT.

During this workshop the (dis)advantages of this system will be explored with the participants. The e-buddy system is relevant for Novice because here is expected also that participants with more experience can buddy up with participants who are new to learning in online environments. Differences between face-to-face buddy systems and online buddy systems will be explored, as well as differences between implementation of such systems in secondary education compared with implementation in higher education.

IS THERE A NEED FOR THE COMPANION ANIMAL VETERINARY COMMUNITY TO ORGANIZE THEMSELVES ONLINE? - COLLABORATION OF FECAVA AND NOVICE

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In human health many platforms are at the disposal of the healthcare professional to discuss on forums, share X-ray pictures for evaluation and download the latest clinical procedures. At the end of 2011, there were more than 3 million HCPs connected via Professional Online Communities.

These platforms exist for veterinarians as well, although on a smaller scale. None of these veterinary communities however are as active, global and professional-looking as some of their human health counterparts. And that's remarkable, one could argue. Is there less need for the veterinary community to organise themselves online?

In a workshop setting the discussion will explore what reasons companion animal practitioners have for collaborating, for contributing and for creating with each other. What do these practitioners expect to gain from those activities in an international context and what is better organised: groups from specific countries, languages, species or disciplines? The key question may well be: what will trigger them to flock together? From these discussions the step is easily made how FECAVA* and NOVICE can join forces: having identified core values expected from collaborating, contributing and creating, the value of tools within Novice to support those activities become self-evident. Time permitting, barriers and facilitators for the activities will be explored.

*FECAVA, the Federation of European Companion Animal Veterinary Associations, is the umbrella organisation of veterinary companion animal associations in Europe. It represents national associations in 38 European countries as well as 13 European Specialist Groups that are Associate Members. Through its members, FECAVA works to the benefit of in excess of 30,000 companion animal vets. It's vision is to be the platform for the companion animal veterinarian in Europe. To strengthen this ambition, FECAVA is preparing for the future and a considerable part of its activities will be online. After the launch of a

new website and after The European Journal of Companion Animal Practice (EJCAP) went fully online, the next step will be to create an online professional network for the companion animal practitioner.

SHORT COMMUNICATIONS

CasE-STUDY, AN INTERACTIVE CASE DEMONSTRATION TOOL

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In the 21st Century, digital education, or E-learning is flowering, as interactive media are taking the places of more conventional teaching methods. The appearance of interactive educational materials can help the students understand how the practitioner's way of thinking should be, and what the challenges of an actual case are. We can achieve this without the risk of actual harm to the patient.

One of these interactive learning modules are CasE-Study cases, interactive case demonstration tools. Unlike most interactive cases, this one follows a branching line of thinking, where the student has to solve the case through the following steps:

Anamnesis (point and click interface, owner answers questions, student is tested to check filtering of useful information before entering the next section) Physical examination (demonstration of the status praesens, with pictures, audio, and video through a point and click interface, user is tested after each piece of media to see if they could interpret the symptoms correctly) Diagnosis (demonstration of diganostic examinations. Owner's money is affecting factor in some cases, requiring filtering of tests. Final diagnosis has to be set at the end of this section) Treatment (Variable based treatment simulation, depending on the administered drugs, the time lapsed, and the severity of the disease, the animal can either be cured, or die)

Each case is based off an acutal case admitted in the Department of Internal Medicine, Faculty of Veterinary Science, Szent István University. CasE-Study cases are created by dr. Márton Balogh, with CourseLab 2.4.

EXPERIENCES MODERATING AND PARTICIPATING IN THE ONLINE NOVICE GROUP: 'VETERINARY CLINICAL SKILLS & SIMULATION'

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The Veterinary Clinical Skills & Simulation group aims to allow members to share, discuss and ask questions about the challenges and solutions for clinical skills training. It was set up, and is moderated by, Sarah Baillie who is a veterinarian with many years experience in clinical teaching and a keen interest in simulator design and evaluation. The group has nearly 150 members from veterinary schools around the world.

Activities include a wide range of discussions on subjects such as 'Tips and ideas for making models' where members post innovative solutions to common challenges, 'Assessment of Clinical Skills', and 'How to set up a skills lab' (posted by TiHo, Hannover) with responses including offers of help relating to where to source materials and models and what skill stations are required. Wikis are used to collate information e.g. on ways of teaching clinical skills, and to list useful journals and references. Blogs have included reports from events and conferences in the UK, Europe and North America.

The moderator's role has involved recruiting members, requesting responses from experts when necessary, and collating information in the wikis. Benefits reported by members have included finding somewhere to ask questions and receiving really useful help in a friendly and supportive community.

The Veterinary Clinical Skills & Simulation group provides an accessible online community and appears to have found a niche that helps to service a real need in veterinary education.

EXPERIENCES OF STUDENT ECURATORS FROM THE ONLINE VETERINARY ANATOMY MUSEUM (OVAM) PROJECT

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Introduction

The digital age and development of online communication technologies has played a vital role in enabling the formation of long-distance partnerships, allowing an effective dialogue for collaboration and contribution to projects such as OVAM. Innovative projects such as the anatomy museum are key in the dissemination of contemporary resources and avoiding duplication of effort with many schools often creating similar materials.

This short presentation will focus on the experiences of the student eCurators from the OVAM project. As part of this project partner institutions have nominated a student to collect and collate anatomy material from their school. Material which is contributed will be accessible to all veterinary students, veterinarians, academics and other people involved in the veterinary community around the world. Throughout the course of this project communication through online mediums plays an essential role. Using these methods of communication raises several important questions which need to be considered in order to assess the efficacy and viability of long-distance collaborations in this and future projects.

Methods

In order to help assess the the way people feel this type of communication affects their involvement in the project the eCurators involved will be asked to respond to a questionnaire posing the following questions amongst others:

- Did you feel that meeting your fellow eCurators was an essential and beneficial experience?
- How do you find communicating through social networks (eg. Facebook) and online conferencing tools (eg. Skype)?
- Do you feel there are shortcomings by using this method of communication?
- Are these efficient ways of communicating?
- Do you feel able to communicate effectively with these tools despite having met your fellow eCurators just once?
- Do you feel that the involvement of students in this project

alongside the academic representatives from each school is an important part of the project and adds value to it?

- Are you familiar with the online community NOVICE? If so, do you feel that the use of NOVICE in this project as a communication tool would be useful?

Results and discussion

The survey of the eCurators will take place once all projects have been completed at the end of August 2012. It is hoped that useful conclusions can be drawn from their experiences whilst participating in the project and built upon in the future. The responses to the above questions will be discussed and analysed.

THE NOVICE ANIMAL WELFARE DISCUSSION GROUP: PERSONAL REFLECTIONS FROM A USER PERSPECTIVE

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The animal welfare discussion group on NOVICE is an active group comprising members in different countries and disciplines. As someone who has joined on-line discussion groups in the past, in connection with my work and hobbies, but then almost always 'dropped off ' them after a couple of months and not participated any more, I have been surprised at the way I have wanted to keep going with this particular group.

My presentation is a personal reflection on what I see as the advantages of the NOVICE community, how it has influenced my own inter-disciplinary research, and what it seems to offer over and above other means of communicating. I also consider whether there is something different about animal welfare and ethics that makes it especially suited to this sort of group. I will try to give some user-perspective examples of what I think does and does not work in an on-line community and what might encourage or discourage people from participating, as well as a flavour of the range of topics that have been covered in recent months.

CREATING AN ENVIROMENT FOR ROLE-BASED E-LEARNING: THE ADELAIDE EXPERIENCE

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Learning of animal ethics and welfare involves more than a mere knowledge of facts. Students must also be able to develop a deeper understanding of the complexity of decision-making relating to different animal uses of societal concern.

Traditional lectures for animal ethics and welfare can put across basic principles and concepts to the learners, however lessons need to create opportunities for learners to achieve a deeper appreciation of the complexity of the topic. Role-based e-learning uses an authentic scenario to provide learners a first-person experience through a real world situation that allows them to unveil and understand the complexity of decision making involving welfare and ethics of animal use. Different from traditional role-based learning, where activities are needed to be scheduled into precious class hours, role-based e-learning opens up the possibilities of conducting activities outside class hours through a combination of a learning management system, discussion forum, social networks and email.

This paper describe the University of Adelaide, School of Animal and Veterinary Sciences' experience in its design and implementation of the online role-based learning, called e-Sim, for the animal ethics and welfare course.

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IMPACT OF LECTURE RECORDING ON VETERINARY STUDENT LEARNING

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Introduction, research question(s) and theory

In the past 10 years there has been a significant growth in video and audio recording of lectures. This has partly been driven by the availability of better recording technologies and faster bandwidth. The RVC first started recording lectures in 2006 using Dictaphones operated by students and then invested in an automated system to capture all undergraduate lectures. This paper explores the potential impact of the availability of these recordings on students' approaches to learning.

Methods

The study took the form of an online questionnaire using a mixture of multiple selection, likert rating and free text comments. The questionnaire was publicised to all undergraduate students by email in June 2012. Out of a total of 1,800 students polled over 350 responded. The results were analysed using Microsoft Excel and thematic analysis.

Results and conclusion

The results have just been collected at the time of submitting this abstract and will be fully analysed by the end of August.

Discussion

It is likely that the availability of pre and post lecture recording will have a significant impact of students approach to study and revision. The results of this research will provide a clearer insight into these effects.

Literature references

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LEARNING FROM THE MEDICAL WORD: THE VIDEO ENABLED ON LINE COMMUNITY

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This presentation is to share the best practice of the deployment of a video chat solution between doctors.

A solution was invented by Cyberfish, using the VIdyo technology to create a community of medical doctors where they could communicate using video and also share high resolution images, in a safe and high quality environment.

10,000 professional users in Switzerland (medical doctors) are registered on the system and are using the solution frequently. It allows the doctors to speak amongst each other while having HD quality video connections and sharing hi-resolution images. Also, the doctors can connect to other video systems in hospitals and elsewhere.

INTERNATIONAL APPROACHES TO EXPANDING AQUATIC VETERINARY EDUCATION & DAY-ONE COMPETENCY

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Commercial aquaculture, currently one of the fastest growing food production systems throughout the world, is faced with an increasing number of significant and devastating new and emerging disease outbreaks2. The need for a well-trained and clinically competent aquatic veterinary workforce to provide services related to aquatic animal health and well-being, public health, and seafood safety, is therefore imperative. Expanding veterinary school curricular to accommodate this need presents challenges. However, continuing education and professional development (CEPD) programs are increasing, but few veterinary curricular or CEPD programs have systematically focused on aquatic veterinary subject matter needed to supplement the core knowledge obtained in all veterinary curricular to provide what may be considered 'day-one' competencies necessary for practicing aquatic veterinary medicine1.

To be discussed are a variety of approaches currently being used for aquatic veterinary education, many of which utilize web-based and social media tools. These include traditional courses, seminars and other education programs, National educational programmes for accrediting veterinarians to perform work on behalf of governments, and programmes that certify different levels of competency in aquatic veterinary medicine. To satisfy global needs, the World Aquatic Veterinary Medical Association is endeavoring to promote, utilize and integrate these approaches using web-based and social media tools (including NOVICE) for developing education programs. This effort focuses on fulfilling core knowledge, skills and experience needed for certifying veterinarians as having 'day-one' competency in aquatic veterinary medicine. Once fully implemented, this approach may become a model to expand existing academic and non-academic programs.

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USING NOVICE AND OTHER SOCIAL MEDIA TO PROMOTE AQUATIC VETERINARY MEDICINE

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Social media has grown over the years to link millions of users worldwide with their family, friends, colleagues, clients and total strangers. In spite of the difficulties encountered with privacy and security, it has been particularly helpful to businesses and organizations which seek to promote their products and services. Against the background of such success in the corporate world, professional organizations can equally benefit by getting their messages out and sharing new and expert knowledge in their particular field. Aquatic veterinary medicine is a relatively new and sometimes unpopular branch of veterinary medicine with challenges such as low numbers of veterinary students expressing an interest as well as the lack of adequate aquatic veterinary programs in many veterinary faculties. Social media networks can facilitate discourse, exchange of valuable knowledge and provide mentorship and should therefore be encouraged.

The World Aquatic Veterinary Medical Association (WAVMA) has been utilizing a combination of social media tools such as Facebook, LinkedIn, Listservs and recently NOVICE to promote aquatic veterinary medicine. This session explores the importance of social media networks and the importance of conducting polls to ensure that the member needs are met. WAVMA experiences will be shared as well as the results of recently conducted polls to demonstrate how to fully maximize on social media tools.

Key words: Aquatic veterinary medicine, social media

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AQUATIC VETERINARY BOARD CERTIFICATION AND SPECIALISATION PROGRAMS

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The field of aquatic veterinary medicine is indeed diverse. Veterinarians who have acquired significant expertise and competence in this discipline would need to be recognised. This would ensure that the public has access to advanced veterinary expertise. Traditionally, a specialist must undergo extensive advanced supervised training and produce publications, culminating in the passing of a rigorous set of examinations. Certifying Bodies which set the standards acceptable for specialist registration include the Australian & New Zealand College of Veterinary Scientists (ANZCVS), the American Board of Veterinary Specialties (ABVS), the European Board of Veterinary Specialisation (EBVS) and the Royal College of Veterinary Surgeons (RCVS). Apart from the ANZCVS, there is no other program that specifically caters for aquatics.

This presentation will provide an overview on the state of specialisation programs that are available for veterinarians who wish to pursue specialist registration in aquatic animal health and to bring about discussion about whether these satisfy the needs of veterinarians and the clients.

Key words: Veterinary Specialisation, Aquatic Animal Health, Australian & New Zealand College of Veterinary Scientists.

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PROMOTING AQUATIC VETERINARY EDUCATION THROUGH NOVICE AND OTHER SOCIAL MEDIA

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Aquatic veterinary medicine is a growing discipline required to support practitioners, educators, policy makers, aquatic animal owners and industries. Global awareness of the importance of aquatic animal health and seafood safety, particularly because of available web-enabled technology has made this discipline one of the fastest growing areas of veterinary medicine, worldwide. Indeed, the advent of social networks and web technologies have led to flourishing new e-learning networks1 and research environments. What is more, through virtual social networks, also emerging disciplines can now be quickly promoted and developed, providing adequate tools and strategies are used2. In comparison to other social media (e.g. Facebook, LinkedIn) NOVICE, which has become a global forum for veterinary communities around the world, has made communication more effective, focused and targeted on veterinary audiences. NOVICE has strong merits for promoting and ensuring information flow, particularly through the use of a wide range of readily available e-tools, and the ever increasing number of the communities and members worldwide.

This presentation will provide an overview of the past and present challenges that the World Aquatic Veterinary Medical Association (WAVMA) has experienced with web-based and e-networks, with a special focus on the NOVICE network. It will also consider some possible directions on how we might help improve WAVMA and NOVICE member communications and networking, to effectively promote aquatic and other disciplines of veterinary medicine, and develop education programmes through virtual media.

Key words: Aquatic Veterinary Education, virtual social media, NOVICE

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EASTER BUSH FARM: DEVELOPING A SECOND LIFE PROJECT

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Introduction

In online education the capacity for students to form social networks is potentially inhibited as a result of the lack of face to face interactions. Social presence contributes to building a community of learners and is reported as one of the first components that is required to initiate learning online (Stodel et al. 2006). The use of online virtual worlds, such as Second Life (SL), have been used to promote presence and a sense of community in online teaching (Baker et al., 2009). Consequently, Easter Bush Farm on SL was created to promote a sense of "being at" the University of Edinburgh for MSc/Dip/Cert Equine Science students studying on-line at distance.

Current use and student feedback

Second Life has been used to facilitate tutorials, hold social events, and has been the venue for the Vet School's first ever Virtual Graduation. Feedback has been positive with students reporting it to be "a useful tool for classroom communication". This space also seems to promote a sense of community with students reporting as "a useful place to meet with members of my group. I got to know them a lot better as well".

Conclusions and future developments

Feedback from our distance learning students has been positive, which has inspired us to development this space for teaching veterinary undergraduate students.

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USE, MISUSE AND ABUSE: THE NEED TO MODERATE PROFESSIONAL ONLINE GROUPS.

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E-moderation of online groups refers to management activities of the list creator (and/or any subscribed member granted moderation rights) to guide and control the use, misuse or abuse of member online activities. This includes to approve or deny, ban or unban, remove or restore subscription requests; as well as to block, edit, delete or release posted messages. Among the five online groups created and managed by the author in the last decade in Nigeria, three were un-moderated while two- nvmaemailgroup@yahoogroups.com and OneHealthNigeria@googlegroups.com - had to be moderated some time after inception to control abuse and misuse such as advertisements, personal wrangling, religious disagreements issues, irrelevant postings and such issues. E-moderation demands the daily attention of the moderator(s) to be effective and sustainable. For example, the nvmaemailgroup@yahoogroups.com has recorded about three thousand moderators' activity over the past three years when it was put on moderation mode. To keep an online group in focus and relevant use; and to prevent abuse and misuse, moderation becomes necessary.

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TWELVE YEARS OF ONLINE PROFESSIONAL VETERINARY LEARNING EXPERIENCE 2000-2012

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Over the past twelve years, the author had benefitted from the online professional veterinary learning experience and kept current and updated on relevant professional issues through subscription and contribution to a number of professional e-groups including:

i.   ANIMALNET-L@listserv.uoguelph.ca, international animal health network hosted by University of Guelp, Canada

ii.   EMPRES-Livestock-L@LISTSERV.FAO.ORG: produced by the FAO-GLEWS team, which collects data and analyses epidemiological data and information on animal disease outbreaks under the framework of the Global Early Warning System for Transboundary Animal Diseases and major Zoonoses.

iii.   epidemio-l@LISTES.UMontreal.CA, an epidemiology e-mail discussion group

iv.   e-vet@yahoogroups.com, a World Wide clinical Veterinarians Professionals' Website and email group

v.   http://www.worldvet.org, the web link of the World Veterinary Association

vi.   info@ivis.org: a not-for-profit organization established to provide information to veterinarians, veterinary students and animal health professionals world wide

vii.   http://www.promedmail.org; ProMED-mail is a program of the International Society for Infectious Diseases<http://www.isid.org> known as the "CNN of Disease Reporting".

viii.   vph-l@mailserv.fao.org: FAO network on Veterinary Public Health providing weekly updates

ix.   Web2ForDev Discussion Group<web2fordev@dgroups.org

x.   www.vetscite.org/ - Veterinary Science Tomorrow Online international current awareness journal which provides reviews and opinion papers for veterinary and related research scientists.

These and many more recent networks are available in various fields of

veterinary medicine to keep subscribers aware and updated on relevant professional issues.

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THE USE OF TABLETS TO ASSESS THE QUALITY OF CLINICAL EXAMINATIONS PERFORMED DURING EQUINE CLERKSHIPS

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Introduction

In their clerkships veterinary students are encouraged to perform clinical examinations of as many patients (animals) as possible. To help them learn and practise their clinical examination skills digital self-study modules are available, as the use of a computer-based tutorial can contribute to more accurate examination of actual (human) patients1. Our aim was to examine whether having constant access to such modules via a tablet computer would improve the quality of clinical examinations performed by students.

Methods

Students with and without access to a tablet were instructed to perform clinical examinations of certain categories of patients admitted to the equine clinic during the study period. Following their examination students recorded their findings in the electronic patient administration system. The completed files were scored on completeness and quality of the information recorded. In addition students were asked to report any practical or technical difficulties encountered when using the tablets for this purpose and the (progression of the) quality of their examination skills, as perceived by themselves.

Results and conclusions

Results are not yet available but we expect it to be technically possible for students to access the self-study modules as they are examining patients and our hypothesis is that the (perceived) quality of clinical examinations will improve.

Discussion

Having permanent access to (self)study materials using a tablet or smartphone and becoming accustomed to using these during their clerkship will prepare students for life-long learning during their later career.

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NEW TECHNOLOGY TO IMPROVE COMMUNICATION IN ON LINE NETWORKS

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The use of smart phones by students has increased dramatically in the last few years. Nowadays students have permanent access to the internet and are in connection with one another by chat, text and phone. However, the number of communication tools is limited due to technology, infrastructure and unavailability of HD video applications.

To improve on line communication of students and teachers the Faculty of Veterinary Medicine in Utrecht have started a pilot project using fast internet (4G/LTE), smart phones with high definition camera, high screen quality and an HD video communication application with Adaptive Video Layering Architecture. These facilities can be used to search for online information, to show video instructions for clinical practice, check patient information, to share information by live streaming video in on line communities, to show patient treatment and clinical skills to other students and teachers.

During the pilot we will compare two student groups. A control group of 25 students in the farm animal track will not be provided with new technology and a second group, starting 6 months later and following the same programme but will have the facilities like 4G/LTE network, smart phones and a video communication application. We expect that the group with access to the new technology facilities will work more as a community, with more interaction than the control group.

We expect that this new technology will also be of use to professionals in online communities.

Reference

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NOVICE: RESULTS OF THE THIRD YEAR EVALUATION

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Introduction

The NOVICE project aims to enhance informal lifelong learning of veterinarians, veterinary students and educationalists worldwide. The project team conducted an evaluation of the site during its third year.

Method

Face to face and online focus groups were held with 46 active NOVICE members and 50 inactive members; an active member is defined as someone who has made several posts. The members were primarily from the five founding EU countries, but individuals from across the globe also participated, e.g. Australia and Canada. An online international survey also received 201 complete responses.

Results and Discussion

The active members indicated that NOVICE has many benefits, including networking opportunities, being part of a friendly and sharing community and not being alone, international discussions on up-to-date topics, finding new material, altruism in answering posts and learning about Web 2.0 tools. The NOVICE support system was well rated. The most popular tool was discussion boards, with 46% of respondents indicating they read them, 27% that they contribute, and 27% that they do not use them. Blogs, wikis, files and messages were also passively used relatively frequently.

Inactive members were concerned about several aspects of Web 2.0 sites (including NOVICE), for example, putting their ideas in the open, privacy issues and the reliability of information. The biggest reason for lack of activity is too little time. Members also suggest that they feel their opinions may not be wanted and there is not enough relevant content for them currently.

Only 11% of members access NOVICE via a mobile device.

SYNCHRONOUS COMMUNICATION - THE USE OF VIRTUAL CLASSROOMS IN SOCIAL NETWORKS

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Introduction

Synchronous communication could be established and will support the initial and continuing veterinary education by using virtual classrooms. The benefits of using virtual classroom (VC) are for example saving of time and travel costs which incurred by attending an event, increasing flexibility and also ecologically friendliness. As an addition to social networks like NOVICE they combine synchronous and asynchronous communication.

The University of Veterinary Medicine Hanover uses DFNVC (The Video Conference Service of The German Research Network), which provides Adobe Connect, a Flash-based program for web conferencing. Adobe Connect offers in addition to audio and video communication more functionality, e.g. application and data sharing, chat, whiteboard, presentations and the exchange of documents.

Since 2009 VCs were used at the University of Veterinary Medicine Hanover in different event fields. During the NOVICE-project they were used for e-learning-presentations, journal clubs, questioning of focus groups, and WikiVet.

Methods

VCs were hold with Adobe connect. The topics, number of participants and duration of events were documented and several VCs were also recorded and saved under DFNVC that for the purpose of later reviewing, analysis and "non-participants" interest.

For some events, the topics were previously discussed per e-mail, NOVICE-discussion board or Skype before online-meeting. Besides, supplementary materials could have been uploaded to NOVICE website before or after the online-meeting if required.

Results and Conclusions

So far the e-learning department has used VCs for five focal themes for NOVICE as followed:

1. NOVICE for the using and further development of the portal.
2. ICT offers various online veterinary courses inclusive current relevant theme.

3. WikiVet as one of a communications platform for the developer.

4. Journal clubs for paper reading and discussion.

5. Focus group serves for interviewing. The mean value of duration is between 67 to 81.7 minutes. The statistical analysis of participants for every focal theme shows that VCs still have various acceptance due to the topic. In focal theme ICT as example, especially by popular current topics have a mean value of participants on 21.4 but only 7.6 by Journal Club, where people show lower participating willing

Discussion

Some users may unwilling and afraid of installing new software from Internet due to safety risk. Therefore a browser based system like Adobe connect is sometimes better than e.g. Skype.

For VCs required equipments e.g. Internet, microphone, webcam should be installed and maintained, which maybe the difficult points for home users, however, with the development of computer technology, the installation of hardware is getting easier and failure of function is lesser, and same situation by software.

In comparison with conventional classrooms a moderator or speaker is not able to face directly to every listeners and could have more difficulties to get their attention. A video conference with help of webcam could solve this disadvantage, but it requires also high quality of bandwidth. Discussions are first more active in the written chat than in the audio chat. But the participants get acquainted to the technique and the "language barrier".

In conclusion, synchronous communication as a VC has enhanced activity (before and afterwards) in the asynchronous discussion boards of the social network. But it is sometimes difficult to find presenters for the VCs.

„IF YOU BUILD IT, WILL THEY COME?"(WHY ARE SOME GROUPS LESS POPULAR THAN OTHERS?)

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The NOVICE community serves a vast number of users throughout the veterinary profession; to date, 2327 members across 135 different interest groups. Broadly speaking this equates to 17 members for every group. Yet different groups vary widely in their popularity.

The most popular groups include the two 'Help' discussion boards (2254 and 525 members), followed by 'Veterinary Students' (209 members), 'Wikivet' (164 members), and 'Veterinary Clinical skills and Simulation' (144 members), whilst the least popular include more specialist areas and groups in the moderator's own language.

One of the main reasons for unpopular groups is lack of promotion; it is easy for the creation of a group to go unnoticed amongst the river of activity, while little activity within a group may be partly due to inactive moderation in promoting discussion. Focus groups held by the NOVICE team also suggest that members are inactive when they feel the groups are not relevant to them, if there is no tangible need and if they feel they cannot contribute.

This presentation focuses on a couple of inactive groups and suggests tips they could embrace for future success e.g. through advertising on the site, making it of sufficiently broad interest, effective e-moderating, as well as selecting English as a default language. However, it is important to note that smaller communities based around specific or regional interests still have an intrinsic value, especially in connecting specialists that might otherwise feel isolated.

So, if you build it, will they come? The answer is – sometimes!