Anatomy of a Tweet Workshop
How to use social media as an academic tool

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The Anatomical Society & British Association of Clinical Anatomists
Joint Summer Meeting
July 2016
Context

Began March 2006

Joined Jan 2014

Joined Aug 2014

Began March 2006
Workshop Objectives

**New users**
To know how to use Twitter at conferences including tweeting using a hashtag

**Existing users**
To maximise your use of Twitter/Social Media for professional and/or educational purposes

**All**
To participate in the conference Twitter challenge by continuing to use Twitter throughout the conference
What are social media?

• Social networking
  • Build profile
  • Connect with other users
  • Specific formats

• Media sharing
  • Photos, videos

• Virtual Learning Environments?

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Why use social media?

• Platform used by 2 billion people worldwide to satisfy fundamental social drives:
  • To connect with others
  • To manage the impression you make on others

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Social media in academia

- Increasing popularity
- >10,000 articles since 1997
- Educational value
- Social learning theory
- Educational neuroscience

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Lecturer perspectives

Questionnaire responses collected from delegates at internal, regional (NE) education events

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Using social media in teaching - Twitter

- Live tweeting
  - Interactive lectures
  - Polling

- Key points
  - Each unit (module) has a hashtag
  - E.g. #LC1key - Life Cycle 1 module

- Events, competitions
  - #embryologyweek
  - #lowerlimbweek
  - #lunganatomyday

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Using social media in teaching - Facebook

- Alternative to VLE forums
  - Easy login access
  - Easy to use interface
  - Information dissemination
  - Sharing resources

- Alternative to email
  - Student Q&A

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Student use of social media

- Positive feedback (formal and informal)
- Teaching Excellence Award

Pilot study
- Daily use by 98% medical/biomedical students
- 33%-50% use for academic purposes
- Communication within seminar/study groups
- Appreciate ability to ask lecturer questions
- Would like links to research/resources
- Distraction, professionalism, boundary issues

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Social media in anatomy education

• How useful is YouTube in learning heart anatomy?

• Exploring the use of a Facebook page in anatomy education

• Building an open academic environment - a new approach to empowering students in their learning of anatomy through 'Shadow Modules'

• Anatomy education for the YouTube generation

• Social media and anatomy education: Using twitter to enhance the student learning experience in anatomy

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Professional use of social media profiles

• Project an entirely professional persona
• Keep it separate from personal accounts
• Keep consistent and professional message
• Consistent across all platforms

• Raise your profile:
  • Follow others
  • Actively post
  • Tweet papers
  • Use hashtags
  • Engage in discussions
  • Interact at conferences

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Social media in career progression

- Promotion applications
- International profile
- Citations
- Engagement
- Collaborations
- Innovative teaching method

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Making an “impression”

• Analytics useful for measuring impact [https://analytics.twitter.com](https://analytics.twitter.com)
• “Impression” is number of people’s feeds in which your tweet appears
• Because they follow you or it has been retweeted by someone they follow
• More followers = more impressions = greater impact

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Publication altmetrics (alternative metrics)

Improvements in anatomy knowledge when utilizing a novel cyclical “Observe-Reflect-Draw-Edit-Repeat” learning process

Overview of attention for article published in Anatomical Sciences Education, May 2016

About this score
In the top 25% of all research outputs scored by Altmetric.

About this score
In the top 25% of all research outputs scored by Altmetric.

Mentioned by
13 tweeters

Readers on
2 Mendeley

What is this page?

Geographical breakdown

Country | Count | As %
---|---|---
United Kingdom | 7 | 54%
Australia | 1 | 8%
Saudi Arabia | 1 | 8%
Unknown | 1 | 7%

Demographic breakdown

Type | Count | As %
---|---|---
Members of the public | 8 | 62%
Practitioners (doctors, other healthcare professionals) | 3 | 23%
Scientists | 2 | 15%

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Event metrics eventhashtag.com/anatsocsummer16

EventHashtag / #anatsocsummer16
Anatomical Society Summer Meeting 2016

Overview of all social media activity tagged #anatsocsummer16. Explore posts and photos from Twitter and Instagram, check out the most active contributors, or deep-dive into Twitter Analytics.

Anatomical Society Summer Meeting 2016
Joint meeting of AS/BACA, Brighton and Sussex Medical School 19th/21st July 2016, taking place from 19 Jul 16 - 21 Jul 16

#anatomy #happynepping

Recent posts
Anatomical Society
@anat_soc
Looking forward to some sunshine and #anatomy in Brighton! #anatsocsummer16

Most active users
Anatomical Society
@anat_soc

Photos
VIEW ALL PHOTOS
Dissemination

• Send us your news for dissemination!
• Job vacancies, events, etc.

Anatomical society
• Twitter
• Facebook
• LinkedIn
• YouTube
• Instagram
• Storify
• Google+

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Activity 1: Get Tweeting!

New users
- Set up Twitter account
- Tweet something using the hashtag

Existing users
- Tweet to the hashtag what you would like to get out of this workshop

Conference hashtag = #anatsocsummer16
Anatomy of a Tweet

Profile picture
Tweeter’s name
Tweeter’s username (Handle)
Date/time of Tweet
Tweet text (total 140 characters)
Advanced options
Click to retweet
Indicates no. of retweets
Click to like
Indicates no. of likes
Click to reply
Mention another Twitter user
Hashtag
Using Twitter To Support The Student Learning Experience On An Anatomy Module
**Context**

<table>
<thead>
<tr>
<th>Key:</th>
<th>Fundamentals of medicine</th>
<th>Progression into clinical practice</th>
<th>Developing clinical practice</th>
<th>Preparing for independent practice</th>
</tr>
</thead>
</table>

| 1    | Foundations of Medicine  | Nervous & Locomotor 1             | Respiratory, Cardio & Renal 1 | Medicine in Practice 1 |
|      | SSU1 - Health Improvement| SSU2 - Medical Humanities        |                               | Medicine in Practice 1 |

| 2    | Respiratory, Cardio &   | GI                               | Endocrinology & the Lifecycle | Medicine in Practice 2/HCA placement |
|      | Renal 2                 |                                  |                               | Research for Medicine & Health |

| 3    | Research Project        | Medicine & Elderly Care          | PMC & Long Term Conditions    | Surgery & Orthopaedics |
|      |                         | SSU3 Scientific Basis of Medicine|                               |                       |

| 4    | Psychiatry              | Acute Care                      | Specialty Weeks               | Obs & Gynaec/GUM       | Child Health         |
|      |                          |                                  |                                |                        |                      |

| 5    | Surgery                 | PMC                             | Medicine                       | SSU4 Assistantship    | Elective             |
|      |                          |                                 |                               |                        |                      |

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**My Module**

- ~250 students
- 8 weeks long
- Assessment = written paper and anatomy practical paper

**Module Details**

- **Foundations of Medicine**
  - SSU1 - Health Improvement
  - SSU2 - Medical Humanities
- **Respiratory, Cardio & Renal**
- **GI**
- **Endocrinology & the Lifecycle**
- **Medicine in Practice 2/HCA placement**
- **Research for Medicine & Health**
- **Research Project**
- **Medicine & Elderly Care**
- **PMC & Long Term Conditions**
- **Surgery & Orthopaedics**
- **Psychiatry**
- **Acute Care**
- **Specialty Weeks**
- **Obs & Gynaec/GUM**
- **Child Health**
- **Clinical Ethics & Law**
- **Surgery**
- **PMC**
- **Medicine**
- **SSU4 Assistantship**
- **Elective**
- **Personal Professional Development**
Using Twitter on an Anatomy Module

Aims and Objectives

• Enhance the student Learning experience
• Embed a culture of collegiality
• Stimulate a spirit of engagement
• Alleviate fear and anxiety surrounding a difficult module
Demystifying neurology: preventing 'neurophobia' among medical students

Erle CH Lim & Raymond CS Seet

Józefowicz first coined the term 'neurophobia' to describe "a fear of the neural sciences and clinical neurology". This common problem worldwide may result in "paralysis of thinking or action", with doctors either performing the neurological examination poorly (or not at all), or indiscriminately referring patients even with simple, common neurological conditions to neurologists in order to avoid having to deal with them.
How Can Twitter Help?

• Module is fast paced and information rich - answer queries/questions quickly reaching my whole audience

• Boost morale using “tweets” that are supportive or encouraging

• Break barriers of hierarchy with communication while maintaining professionalism

• Can *attempt* to deal with worries or “catastrophising”

• Sharing learning strategies and links to resources
#NLM2soton Twitter Feed

**Student’s supporting student’s tweet**

**Staff linking bespoke resources which is ‘timely’ to learning on module**

**Humour/wit Light hearted tweet to cohort**

**Staff communicating important/core material tweet**
Students sharing interesting content with each other

Using the polling feature to quiz student’s knowledge

Question by a student answered by staff
Reflections

• Student’s don’t like setting up new accounts (none of us do!)

• It takes time to build momentum – stick with it

• The time spent using Twitter is offset with time spent responding to individual emails

• It unites the cohort in perusing a common goal/purpose
#nlm2soton: A Scholarly Project
Manual hashtag analysis

Identified 5 common tweet themes

- Sharing ideas: 33%
- Morale boosting: 27%
- Q & A: 25%
- Worries: 11%
- Other: 4%
Questionnaire

Student behaviour

Response rate = 78%

58% Viewed only

33% Viewed + Engaged

Similar to Visitor vs Resident Model Wright et al (2014)
Frequency of #NLM2soton use vs exam scores

No significant relationship was found with Spearman’s correlation coefficient (n=119).

Unlike Junco (2011, 2013)
Questionnaire

Student opinion on usefulness

- Learning neuroanatomy: 69% agreed
- Easier communication with teachers: 80% agreed
- Building engagement: 75% agreed
- Receiving feedback to assist learning: 67% agreed
- Increasing morale: 72% agreed
Focus group

1. Useful for learning & encouraged student engagement

“stuff that you hadn’t thought about revising you could see that others had been ……that reminded you to revise it”
Focus group

2. Facilitated communication with lecturers & useful for receiving feedback

“responses from lecturers...were quick and straight to the point...I found that really useful”
Focus group

3. Built a supportive network & reduced student anxieties

“the barriers it has broken down.....was the module that people most enjoyed during revision and it did become more interesting....there was more interaction which came from Twitter......it built a strong relationship between us and the NLM2 teachers”
Conclusion

Twitter CAN be used to create a supportive network for learning

- Sharing learning ideas
- Receiving quick & concise feedback
- Increased morale
- Lecturers more approachable & easier to communicate with
- Broke down barriers
- Created a relaxed atmosphere
Ultimately, Twitter enhanced the student learning experience.
Social Media and Anatomy Education: Using Twitter to Enhance the Student Learning Experience in Anatomy

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Let’s kick off with a nice post-tutorial MCQ: #m104anatomy In which abdominal quadrant is the sigmoid colon found?

0% Right upper
0% Right lower
93% Left lower

Which of the following veins drains directly into the inferior vena cava #m104anatomy

25% Superior mesenteric
25% Inferior mesenteric
40% Right gonadal
10% Left gonadal
Activity 2: Polling on Twitter
Activity 3: Conference Challenge

6 Tasks

- Find and follow 5 colleagues
- Tweet (again!) using the hashtag
- Tweet a selfie using the hashtag
- Tweet another photo from the conference (don’t photograph data!)
- Tweet from an interesting talk (about the talk) using the hashtag
- Tweet about an interesting poster using the hashtag

Conference hashtag = #anatsocsummer16
Any Questions?

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